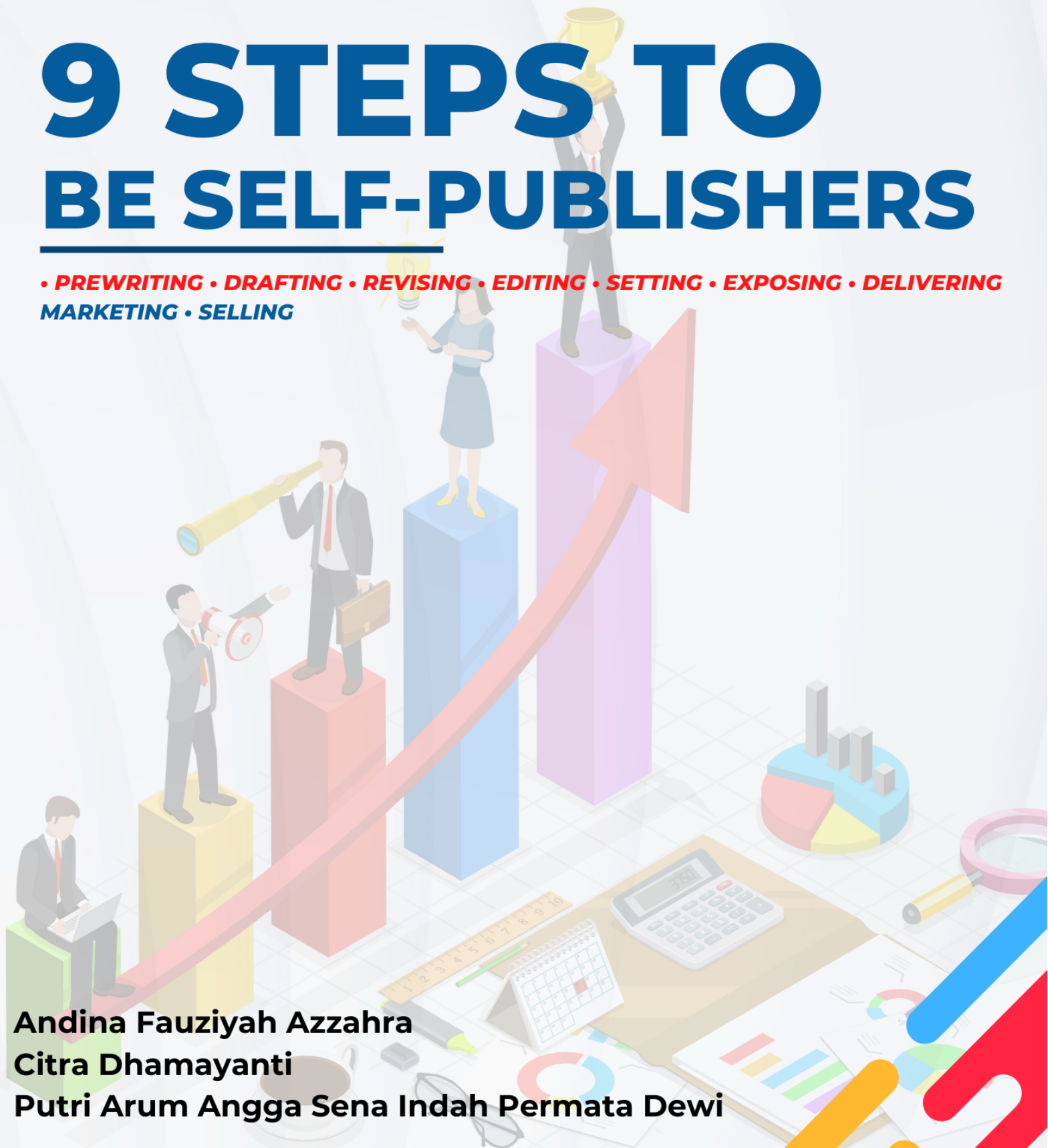




PBLL 2C

9 STEPS TO BE SELF-PUBLISHERS

**• PREWRITING • DRAFTING • REVISING • EDITING • SETTING • EXPOSING • DELIVERING
MARKETING • SELLING**



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INTRODUCTION

This book is a collection of student works as a result of classroom action research (PTK) activities. In the research, the researcher acted as a lecturer teaching English courses while the students acted as learning partners as well as the object of observation of learning outcomes.

Researchers use cooperative learning strategies through Publishing Entrepreneurial Approach Language Learning (Publipreneur-Based Language Learning-PBLLL) as a result of elaboration of the output of development research at Polimedia with the title "Competency-Based English Teaching Materials for the Special Purpose of Publishing Entrepreneurial Education", Dissertation at Universitas Negeri Jakarta, 2016. The emphasis of competence in this learning outcome is on reading and writing competencies with reference to the discussion of Test of English as a Foreign Language (TOEFL) questions with the subject of discussion in the publishing field.

This teaching material is used as an object of trial in the hope that input will be obtained for the improvement of the teaching material model made as a research output. In addition, the trial of this model was also carried out as an enrichment of whether the PBLL model is effective for the purpose of publishing vocational education.

The assumption is that students' English language skills will improve with a steady and simultaneous guided learning process in the form of optimizing the utilization of basic language skills (reading, writing, listening, speaking) with the support of applied technical expertise in a cycle of learning processes based on production competencies "prewriting, drafting, revising, editing, publishing" and entrepreneurial competencies "marketing, delivering".

For evidence of learning achievements, the data analysis process is then carried out as part of the class action research report.

Researcher/Lecturer

Dr. Zalzulifa, M.Pd

Introduction

The study of Designing English Materials for Publishing Students is approached to the pragmatic experiential learning the researcher face in daily routine activities at PoliMedia. The teaching experience from first to fourth semester has accumulated into the researcher's pragmatic findings that teaching English for publishing students should have a different treatment than teaching English for others. Teaching English for the publishing students should refer to the basic competencies of English language assessment in the activities of pre-writing, drafting, revising, editing, and publishing. Here is a number of tips to the challenge of finding ways to increase learning and ensure comparable standards amongst groups without putting impossible burdens on themselves.

The Lecturer's Role in this Course

The chief role of anyone teaching **English for the Publishing Business Purposes** is to facilitate the development of each student's independent learning skills. This implies the creation environment in which students can acquire the motivation and confidence to direct their own educational growth with increasing success. Hence, the qualities which participants and observers have associated with effective teaching of this course are the same as those reported in the general literature on good teaching, namely: 1) An infectious enthusiasm; a positive, open and caring attitude toward students; 2) An ability to provide appropriate amount of guidance, feedback and chance to use what has been taught; and 3) A reputation for fairness.

Successful teaching of the course thus calls not only for thorough preparation, but also for flexibility, creativity, and a range of interpersonal skills. Students response is usually such as, however, that lecturers think their time and effort well-rewarded and many report an improvement in their own learning as well as teaching skills.

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Part 1

INSTITUTIONAL AWARENESS

A. Vision

To be a prominent and professional study program in the field of Publishing

B. Mission

1. *To prepare the creative and professional talents in the field of publishing.*
2. *To carry out the publishing education and training based on production and entrepreneurship competence.*
3. *To create entrepreneurs who are professional, creative, and independent in the field of publishing.*

B. Mission:

1. *Establishing and developing the human resources who are creative, innovative, competitive, and the noble and insightful nationality.*
2. *Creating educational programs in the field of creative industries based on production and entrepreneurship.*
3. *Developing, implementing, and disseminating the technology in the field of creative industries based on the needs of the community, businesses, and industry.*

C. Overview

The Publishing Study Program is specially designed to graduate the students which own competence, knowledge, skills, in preparing various kinds of manuscript in accordance with the creative industry needs. This study program is suited for those who wish to deepen the publishing world in the range of writing, editing, producing, and marketing the manuscripts at various forms like books, magazines, and newspapers.

The Publishing Study Program is supported with the complete facilities of publishing laboratory, language laboratory, personal computer and Apple MAC laboratory which consequently can enhance the students creativity and innovation

of doing creative writing, creative editing, and producing various kinds of hi-end publishing products.

Supported by professional and experienced lecturers either academic or practical aspects as well as the ability to implement the production and entrepreneurship based learning system, the Publishing Study Program will positively sure graduate the students in line with the world of business requirement and industry as well.

D. Graduates' Competencies

Skillful in editing and writing manuscripts in industries of publishing, advertising, broadcasting, interactive game, film, video, performing arts, and music.

Skillful in planning and managing their business based on the production and entrepreneurship in the field of publishing industry.

E. Graduates' Profiles

The Publishing Study Program graduates the Medium Level of Writer or Author, Editorial Supervisor, and becoming Self-Entrepreneur of creative publishing.

F. Career Prospects

Our graduates can work as Proof Reader, Copy Writer, Copy Writer , and Writer or Author.

G. Job Vacancy

Job vacancies for publishing study program graduates are namely:

1. Book Publishing Industry
2. Press Publishing Industry
3. Electronic Publishing Industry
4. Advertising Industry
5. Television and Film Industry
6. Broadcasting Industry
7. Music and Performing Arts Industry
8. Public Relations at Private or Government Office
9. Literary Agents

10. Self-Publishing Entrepreneur

G. Learning Process

The students will complete their study in three years (six semesters) with the comparative learning ratio 40% theory and 60% hands on. At the First Year (Semester One and Two), the students get the basic theory of publishing, basic practice of writing and editing, and Industrial Orientation. The Second Years (Semester Three and Four), the students get a lot of practices in writing, editing, editorial management, and Industrial Apprenticeship. The Third Years (Semester Five and Six), the students get specific writing and editing project, entrepreneurship and Industrial Hands on practice as well as present the Compulsary Comprehensive Project.

I. Available Facilities

The Publishing Study Program has comfortable and elegant classrooms equipped with digitalized communication, language laboratory, publishing laboratory, Free Internet, and fully digitalized library as well as national and international collaboration scope.

UNDERSTANDING THE PBL METHOD

A. Background.

Language Teaching Materials for Publishing Entrepreneurial Approach or Publpreneur Based Language Learning (PBL) is a research output for competency-based vocational education and entrepreneurial competencies at Politeknik Negei Media Kreatif (PoliMedia). As a research and development output, this teaching material was designed based on the realization that language and publishing are inseparable. There will be no publishing industry without manuscripts as raw materials for the industry and manuscripts will not exist without language.

The question is, why is English the reference for making PBL models? One reason is that English is recognized as an international language in both the academic and business worlds, especially in the current era of free trade. Wini Koe in Benefits of Learning English selected by Let Speak English Language Course Institute (2012) mentioned that more than 90% of scientific publications are written in English. In fact, Rhenal Kasali (2013) revealed that the tips of the education world to create a multilingual generation is because it turns out that multilingual people have a better ability to make decisions, even business decisions. This attitude is certainly in line with McClelland's (2000) statement that one of the factors causing a developed country is when the number of entrepreneurs is 2% of the population. While Indonesia has only 400,000 people, less than 1%, in contrast to the United States (11.5%) and Singapore (7.2%), the effect is not surprising when the two countries become countries with the most advanced economic development in the world.

Departing from the fact how important mastery of foreign languages and entrepreneurial skills are in today's life, researchers are trying to develop teaching materials with the hope that they are academically acceptable and traceable to the

production competency-based curriculum policy and entrepreneurial competencies in internal Polimedia and the Higher Education Law No. 12/2013 concerning the Indonesian National Qualifications Framework (KKNI). The indicators of traceability and measurability of a teaching material design are part of the harmonization of trends in the world of education seen from the aspects of verbal, visual and virtual language use. The trial of this teaching material was carried out through a qualitative descriptive method where researchers tried to get data from respondents and then saw, observed, reviewed, studied and analyzed the fill-in questionnaire, documents, interview results, questions and answers and so on. Overall, this research used the method.

Many approaches can be applied in language learning. From a psycholinguistic point of view, it is known as the Cartesian approach, which is an approach based on the thoughts of Rene Descartes which divides into methodical and rational approaches, naturalistic approaches, behavioristic approaches, cognitive psychology approaches, constructivist approaches and multiple intelligent approaches. Meanwhile, according to Richards and Theodore (2005) there are at least sixteen (16) approaches or methods of language learning. The sixteen approaches are: 1) *Communicative Language Teaching*, 2) *Competency-Based Language Teaching*, 3) *Content-Based Instruction*, 4) *Cooperative Learning*, 5) *Lexical Approaches*, 6) *Multiple Intelligent*, 7) *The Natural Approach*, 8) *Neurolinguistic Programming*, 9) *Task-Based Language Teaching*, 10) *Whole Language*, 11) *Audiolingualism*, 12) *Counselling-Learning*, 13) *Situational Language Teaching*, 14) *The Silent Way*, 15) *Suggestopedia* dan 16) *Total Physical Response*.

Judging from the language learning process, the application of production competence and entrepreneurial competence in the realm of the publishing industry can be said to be an effort to implement language skills. “*reading, writing, listening, speaking*” that takes place in the work cycle of the publishing industry includes the production stages (*prewriting, drafting, revising, editing, publishing*) and entrepreneurship (*marketing, delivering*). Through this learning cycle, it is possible for lecturers to teach language more than teaching linguistics for vocational or occupational purposes (*English for Occupational Purposes-EOP*).

PBLL teaching materials trial research data (Zalzulifa's dissertation, 2015) shows that from the results of calculations to determine the differences between the two study groups in the application of language skills *reading, writing, listening, speaking* to the seven aspects of entrepreneurial competence in publishing *prewriting, drafting, revising, editing, publishing, marketing, delivering* between after and before using the PBLL model, the results obtained $\alpha = 5\%$ or 0.05 asymp sig value (2 tailed) with sig value <0.05 which means that students before and after using PBLL teaching materials have a difference.

To ensure whether the PBLL method is also effective for photography study program students, the alternative solution to the problem is the best action that is expected to solve the problem. Researchers as lecturers will implement cooperative learning with the PBLL teaching material model. In this case, the researcher wants to know the level of effectiveness of PBLL method learning both in terms of language acquisition and the thrust of methods and teaching materials on the application of technical skills as well as the "Aha" aspect of the willingness to learn further after knowing the results of his work witnessed by millions of eyes through cyberspace. For this reason, before the teaching and learning process takes place, respondents are encouraged to visit the site "www.zalzulifa.com or youtube granezapubly" to compare each work and examine the weaknesses and strengths of each learning product which in turn becomes a trigger for further learning.

To get enlightened learning outcomes, even respondents are also encouraged to see similar works made by English speakers from various parts of the world by typing "how to" on YouTube. Hopefully, with this PBLL model trial, researchers can find out the level of effectiveness of teaching materials and their relevance to the production competency-based curriculum policy and entrepreneurial competence in the internal Politeknik Negeri Media Kreatif.

English courses in the Photography Study Program are given two credits each in four semesters. In Semester 2, students are given general English material. Furthermore, in Semester 3, students are given English Conversation material and an introduction to publishing terminology. In Semester 4, students get English for photography (*English for Specific Purpose*). While in Semester 5, students get *Business English material*.

B. Steps for Implementing PBL

The policy of the learning system based on production competencies and entrepreneurial competencies is the basis of reference in formulating the concept development of teaching material models in line with the entrepreneurial trend of the publishing industry as a language competency-based industry. This means that the level of acceptance of language teaching materials with the needs of publishing industry activists needs to be designed in such a way that lecturers teach more language than teaching linguistics for vocational or work purposes.

Everyone has the potential to become a self-publisher. Today's digital generation can no longer maintain a job without keeping up with the changing times in the future? By nature, humans cannot be separated from the demands of the times that require change in terms of culture, economy, politics and education. Human operators are now being replaced by robots, complex design work is done by computers, and CDs are filled with accumulated knowledge from all fields of expertise, flexible working hours, short-term contracts, and work via telecommunications networks are increasingly replacing the 9:00 am to 5:00 pm office hours we know today. Even the economic crisis has accelerated the process of eliminating traditional ways of working, where following orders is no longer enough. Companies will look more at results and valuable staff are those who deliver more. Companies are no longer looking for 'the right person at particular job', but someone who is able to find a role for themselves that is most suitable and in line with the interests of the company.

The creative world is a world that deals with soft skills, which management expert Peter Drucker addressed as "The basic economic resource is no longer capital, nor natural resources, nor labor. It is and will be knowledge". This means that the publishing world that deals with knowledge (knowledge base) is not only seen as a creative solution to the problem of lack of interest in reading and writing among the wider community. However, an increased interest in reading and writing will also reduce the resistance of the community's tendency to vent emotions in the form of physical anarchy. In addition, the optimization of the participation of intellectual-based educational institutions "writing" as a mentor institution for the birth of creative human creators of scripts will be increasingly tested because it helps strengthen the improvement of the quality of competency-based

education-from the practice of finding scripts, processing scripts, and marketing scripts-which of course in each stage of the process contains economic values.

From the cycle of the manuscript production process, the following table illustrates the distribution of teaching materials that can be used as a reference in formulating the Language Teaching Textbook Model of Entrepreneurial Publishing Approach.

Table 2.6
Stages of Learning
Publipreneur Based Language Learning (PBL)

Seven Steps from Corpus Mysticum to Corpus Mechanicum		
Activities	Learning Portfolios	
	Output	Outcome
Step I : Pre-writing This step involves choosing a subject, brainstorming, planning and researching. Learners will know how deep their understanding about writing talent and making decision.	Raw-material	Writing talent scouting
		Literature research
		Pictorial resarch
Step II : Drafting This step is the initial writing phase. It involves free writing, writing for an audience and writing with a purpose. Learners will understand the steps of making outline and drafting the manuscript based on their talent scouting result	Dirty Copy	Out-lining
		Drafting
		Storyboarding
Step III : Revising This step involves learning from comments given by readers. Learners will be guided how ro adjust the readability, legibility, accuracy, and production details of the manuscripts	Revised Copy	Readability
		Legibility
		Accuracy
		Ruling
		Production
Step IV : Editing This step involves correcting, punctuation, grammar, paragraphing. Learners will implement the skill of editing in a range of substantive, mechanics and pictorial competencies	Clean Copy	Substantive
		Pictorial
		Mechanical
Steps V : Publishing This step is the process of production and dissemination of literature or inforation. Learners will make the manuscripts to be a comprehensive dummy and understand the publishing targets.	Finished Products	Cover
		Pre-liminary
		In-liminary
		Post-liminary

Steps VI : Marketing This steps is the process of communicating the value of product or service to customers. Marketing might sometimes be interpreted as the art of selling product, but selling is only a small fraction of marketing that can be replaced by advertising. Here learners can do marketing online and offline.	Printed and Digital Products	Direct
		Indirect
		Mixed
		Presentation
Step VII : Delivering This step is a report issued by a or group of learners with seven main steps of learning. Here, learners can deliver his/ her course products online and offline. The learning product can be a book, leaflet, flier or brochure for personal work, while magazine, tabloid and newspaper for a group work. In addition the video business role play should be uploaded into youtube : www.granezhapubly	Blog/ Website	Online
		Offline
		Konvensional

C. Model Learning Activities

The learning activities used in PBL can be described as systematic activities designed to achieve a particular competency. These learning activities refer to real-world tasks that relate to every area of life, especially the publishing world. Typical areas that

competency-based activities have been developed, such as prewriting, drafting, revising, editing, publishing, marketing and delivering. Visually, the learning process through the model of English teaching materials with an entrepreneurial approach to publishing is as shown below :

LEARNING MAPS OF THE PUBLIPRENEUR BASED LANGUAGE LEARNING (PBL)	

PROSES		OUTPUT	OUTCOME	
Learning Process	Skill Competencies	Learning Output	Learning Outcome	Employability Skill
Students' Assignment	Prewriting,	Raw Materials	Task Skills	Technical Skill (Psychomotoric)
	Dafting,	Dirty Copy	Task Skills	
	Revising,	Revised Copy	Task Skills	
	Editing,	Clean Copy	Task Skills	
	Publishing,	Dummy	Task Skills	
	Marketing	Finished Products	Task Skills	
	Delivering	Online & Offline	Task Skills	
Class Participation (Speech, Discussion, Case Study, ect)	Writer	Writing Proposal & Business letter	Management Skills	Sosial and Emotional Skill (Affective)
	Presenter	Speaking based on presentation slide	Contngency Skills	
	Moderator	Time Management	Management Skills	
	Adjudicator	Observing Resources	Management Skills	
	Team Worker	Editorial Team Role Play	Environmetal Skills	
Mid-Terms Test	Editor	Personal Editing skills (mechanical)	Task Skills Contingency Skills	Knowledge (Cognitive)
Final Test	Editor	Personal Editing skills (substantive and pictorial)	Task Skills Contingency Skills	Knowledge (Cognitive)
Assessment Test	Publisher	Employability Skill (Editorial, Production, Marketing)	Skills of Task, Management, Contingency, Environmental	Quality Assurance (Job Related)

Figure 1: Application of the English Teaching Materials Model for the Special Purpose Publishing Entrepreneurship Education (adaptation from various sources, 2013)

D. Model Learning Procedure

All competency areas are described as a collection of competency units consisting of specialized knowledge, thought processes, attitudes, and perceptual and physical skills. This means that in the learning process, students will be honed in terms of task skills, management skills, contingency skills and environmental skills. For the application of.

At the beginning of teaching with a PBL framework, learners must go through an initial assessment. In this case, the educator determines the current level of proficiency for each learner. After that, learners are grouped on the basis of their current level of English proficiency, their pace of learning, their needs and their social goals for learning English. In addition, English learning based on PBL is divided into three stages that learners need to go through in order to successfully complete the task. In the first and second stages, learners must agree on competencies related to general language

development. In the third stage, learners are grouped according to their learning objectives and competencies defined according to three syllabuses, namely: Further Study, Vocational English and Community Access.

In learning practice, the use of teaching material models is expected to be able to deliver graduates to be ready for production and entrepreneurship. As for the fact that until now Indonesia does not have SKKNI Publishing, in compiling English teaching materials for the publishing entrepreneurial approach, researchers use the Publishing Industry Competency Standards approach made by the developed country of England which has been tested for perception among national publishing industry players through research (2010).

Table 2.7.
Publishing Entrepreneurial Approach Language Learning Map

LEARNING TREATMENT OF CRATIVE BUSINESS ENGLISH SKILL THROUGH PUBLIPRENEUR APPROACHES							
No	Learning Activities	Weekly Time Schedule From 1 to 16					LSP
		<i>I</i>	<i>II-VII</i>	<i>VIII</i>	<i>IX-XV</i>	<i>XVI</i>	
A	PREWRITING						-
1	Writing talent scouting						
2	Data collecting						
3	Reading for writing						
B	DRAFTING						
1	Slide Drafting						
2	Proposal Drafting						
3	Business letter drafting						
C	REVISING						<i>C</i>
1	Composition Focus						<i>O</i>
2	Language Focus					F	M
3	Peer Review & Final Draft					I	P
D	EDITING	P		M		N	E
1	Mechanical editing	R		I		A	T
2	Substantive editing	E		D		L	E
3	Pictorial Editing						N
E	PUBLISHING	T		T			C
1	Layouting	E		E		T	E
2	Designing	S		S		E	
3	Illustrating	T		T		S	T
F	MARKETING					T	E
1.	Personal marketing						S
2.	Group marketing						T
3	Offering project to clients						
G	DELIVERING						
1	Online-Delivering (BLOG)						
2	Offline-Delivering (VIDEO)						
3	Delivering in youtube						

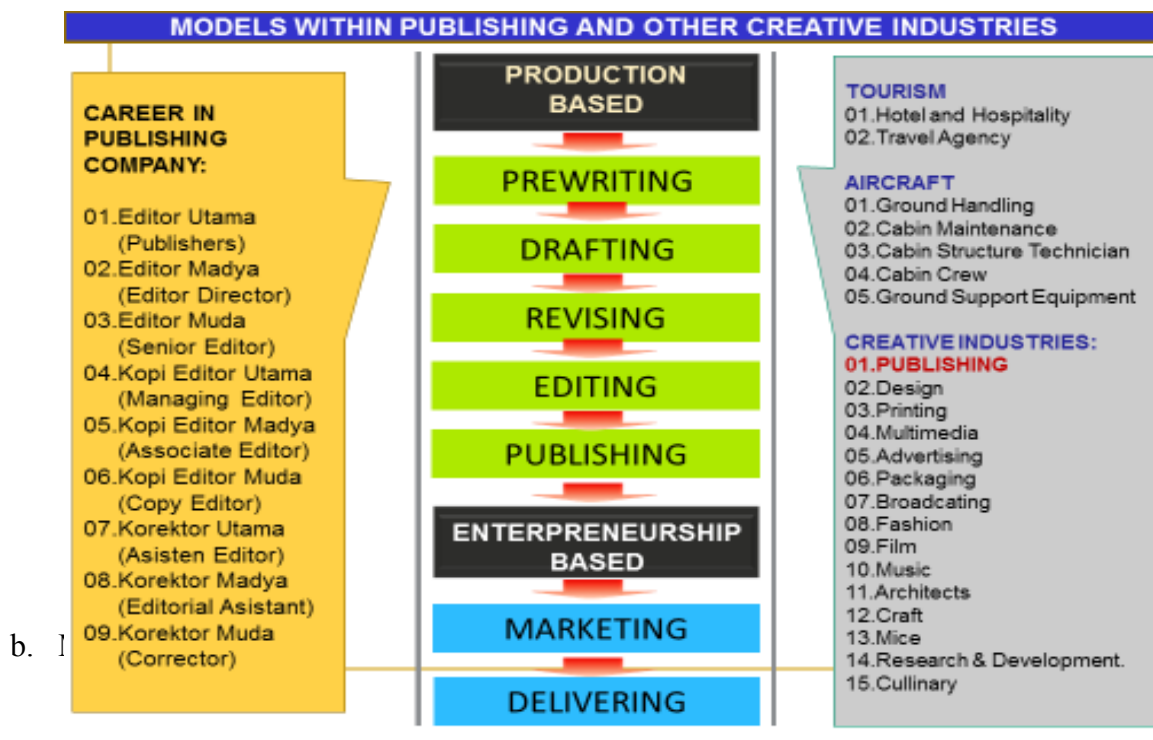
The results of the Search Study and Perception Study of the Competency Standards of the British Publishing Industry by Indonesian Book Publishing Industry Players (2009 and

2010 respectively) at least provide certainty that the design of language teaching materials should be directed at the ability of learners to communicate their thoughts related to tasks in the publishing world. These tasks include: manuscript procurement, manuscript weighing, manuscript production, and marketing of published manuscripts. Visually, the pattern of implementing the entrepreneurial publishing approach learning in a regular lecture scheme is as shown in the following figure :

MODEL DEVICE EXPLANATION

a. Silabus

Publireneur-Based Language Learning (PBL) is designed not to have the idea of subject knowledge but runs on the idea of competence. Therefore, the focus is on how learners can use the language rather than their knowledge of the language. For this reason, the module is designed in the form of a self-learning module with the hope of becoming an alternative to overcome the problem of lack of interest in reading and writing among the educational community. In this case, publishing science is used as a vehicle for the birth of creative people who create scripts to help strengthen the quality improvement of competency-based education-from the practice of finding scripts, processing scripts, and marketing scripts. The following illustration is the scope of work in the Tourism Industry, Aviation Industry and Creative Industries that can be used as learning outcome targets that can be a reference for the learning process of the publishing entrepreneurial approach language.



publishing various intellectual work products through the complete pattern language learning of the Publishing Entrepreneurial Approach (Publireneur-Based Language Learning-PBL).

c. Module Competencies and Subcompetencies

The three types of competencies expected in the module consist of cognitive competencies, affective competencies, and psychomotor competencies. Cognitive competence is the ability to explain all aspects related to publishing creativity, starting from the exercise of finding manuscripts, processing manuscripts and marketing manuscripts as a product of an intellectual work of publishing. Affective competence is the emergence of strong motivation to publish various intellectual works independently. While psychomotor competence is the ability to use technological devices in terms of working on various publishing products. For this reason, the module contains material that contains aspects of knowledge, attitudes and skills that are tailored to the needs of students.

d. Module Learning System

The learning process with modules is organized systematically according to the principles and applications of publishing science so as to facilitate understanding and achievement of competencies that must be mastered. Students must study the module material coherently and gradually and pay careful attention to the instructions. After the material of each module is understood, students can continue by working on evaluation questions to determine the stages of development of mastery of the module material.

The fact that PBL is a process- and outcome-based approach also affects the syllabus, especially the type of assessment used. Unlike the norm-referenced assessment widely used in other teaching methods and approaches, PBL uses criterion-based assessment. In this case, the syllabus contains instructions for performing language skills that learners have learned during the course or program. The "tested" skills consist of descriptions of the skills, knowledge, attitudes, and behaviors required for effective performance of real-world tasks or activities in the creative publishing industry.

F. Role of the Educator

The role of the educator in a competency-based learning framework should be to provide positive and constructive feedback to help learners improve their skills. Educators should be aware of learners' needs so that everyone feels welcome in the classroom. Different competencies addressed in the class require specific instructions for various learning activities. As such, educators should give clear instructions to ensure that every learner feels welcome.

learners understand their tasks. Another task of the educator in PBL is to select learning activities and design the syllabus according to the learners' competencies to acquire learning

G. Learner

The role of the learner is to decide what competencies are useful and relevant to them and what type of learning portfolio to produce as a learning outcome product. This suggests that students have an active role in the classroom which is underlined by the fact that they are expected to perform the skills learned. Students' competencies are clearly known and they know exactly what they need to learn and for what purpose they will use their competencies. In this case, it is very important that each competency is mastering something (material) at a time as this will ensure that students know what they have learned and what the next steps will be.

In addition, learners should stay in the actual program until they correct the missing competencies or improve them. After mastering the skills, they move to a more advanced learning group. The main purpose of learning in Public-Preneur-Based Language Learning (PBL) is to be able to adapt and transfer knowledge from one setting to another.

A. Role of Teaching Materials

The selected teaching materials are "sample texts and assessment tasks that provide examples of competency-related texts and assessment tasks". These materials are used to provide learners with the "essential skills, knowledge, attitudes and behaviors required for effective performance of real-world tasks". A range of competencies should be enhanced by tasks. On the one hand, knowledge and learning competencies as well as oral competencies are addressed. On the other hand, teaching materials including tasks to improve reading and writing competencies should be provided. In detail, the learning stages of the PBL model are as shown in the following table:

No	STAGES OF MODEL LEARNING	KET
A	Introduction	1 x 90'
1	Explain the learning objectives, learning activities and the type of evaluation that will be carried out	
2	Divide the learners into groups based on the criteria set (1 group consists of 3-5 people)	
3	Give tasks to each group to formulate in a simulation meeting of the editorial board the type of published product that will be produced (individual tasks can be in the form of books, brochures, leaflets, banners. While group assignments can be in the form of magazines, tabloids, newspapers.	
B	Core Activity	13 x 90'
1	Provide an understanding of the systematic work of the publishing industry starting from prewriting, drafting, revising, editing, publishing, marketing, delivering.	

2	Ask each group to present the results of the agreement in the editorial board simulation meeting in the form of a business proposal, including:	
3	After each group presentation, a class discussion is held. The educator facilitates a dialogic and interactive process that is organized through the presence of one of the learners as a moderator while others act as assessors in the capacity of customers (adjudicators).	
4	Assign groups to develop new problems from the results of the class discussion. Every time one group makes a presentation, the other groups assess the feasibility of the problem developed.	
5	Assign each group to carry out a simulation process of editing and revising the script by exchanging group work between groups.	
6	Each group revises the product until a clean script is produced and then one copy is submitted to the instructor.	
7	All learning outcomes are stored in a portfolio folder of learning outcomes in the form of: business proposals, cover letters for print cooperation offers or business advertisements, product dummy samples, power point presentation slides, business simulation videos to be uploaded to youtube "granezhapubly".	
C	Closing	1 x 90'
1	Educators provide feedback to the collected assignments for final revision (business proposals, cover letters for print cooperation offers or business advertisements, product dummies, power point presentation slides, business simulation videos).	
2	Given feedback on the assessment of language acquisition "reading, writing, listening, speaking" its implementation in publishing competencies starting from the prewriting, drafting, revising, Editing, publishing, marketing, delivering stages.	
3	Given feedback on group performance assessment including: task skills, management skills, contingency skills, environmental skills, employability skills.	
D	Assessment	1 x 90'
1	Process Assessment	
2	Result Assessment	
3	Behavioral Assessment	

Simulation Sheet (PBL-Prewriting)

In getting the information from the students teachers of PBL, I try to use five different formats of questionnaire, e.g. numerical scale, ranking, verbal scale, yes/no response, and open ended response. Here are the list of questionnaire needed for English material development for Publishing Students

A. GENERAL QUESTIONS

1	Name	
2	Address	
3	Phone number	
4	Other foreign language learning experience	
5	Purpose of taking the course	
6	In what setting you need English	
7	Expected Future Careers	Professional Writer/ author Book Editor News Reporter Marketing Law and contract Self-publishers
8	Expected Job Places	Book publishing industry Newspaper publishing industry Public relation at some institutions Printing company Education institutions (teacher/ lecturer) Banking
9	Expected Future Education	Studying publishing abroad Working while awaiting the next lecture Say.....

B. ENGLISH LANGUAGE STUDY QUESTIONS

1. As a publishing students, please rank the four skills according to their degree of importance for an English language (1=most important;).
 - Speaking skills (conversation, discussion, presentations,-----)
 - Reading skills (newspaper, magazine, textbooks, books,-----)
 - Listening skills (TV, radio, lecturer, service people,-----)

- Writing skills (papers, professional letters, stories,-----)
- Practical situations (greeting, telephone, restaurant,-----)
- Grammatical skills, -----
- Idiomatic expressions -----
- Other skills (please explain),-----

2. Which of the following activities do you find useful for improving your English?

Circle the appropriate answer.

Singing	Yes/ No
Role play	Yes/ No
Drama activity	Yes/ No
Pronunciation practice	Yes/ No
Problem-solving activities	Yes/ No
Dictation	Yes/ No
Learning and practicing grammar	Yes/ No
Writing about personal experiences	Yes/ No
Debating/ Discussion	Yes/ No
Reading widely	Yes/ No
Simulation	Yes/ No
Activities to practice particular speaking skill	Yes/ No
Activities to practice particular reading skill	Yes/ No
Activities to practice particular listening skill	Yes/ No
Activities to practice particular writing skill	Yes/ No
Activities to practice particular reading skill	Yes/ No

3. Are there any other language learning activities you feel valuable but not mentioned in number 2? Please state with your word.

.....
 ...

 .

4. Which of the following subjects would best provide sources of simulating input for English language development activities in publishing studies? Tick (✓) the appropriate boxes (you can choose as many as you want).

- ☐ Recent issues in publishing texts
- ☐ Editorial terms
- ☐ Production teams
- ☐ Marketing terms
- ☐ Law and contracts terms
- ☐ Software terms

5. What other topics/ subjects, not mentioned in number 4, could be dealt with English for Publishing course?

.....
...
.....
...

6. What percentage of your time would you like to spend simply developing your language skills on your study? Tick the appropriate box.

- ☐ Less than 5%
- ☐ 05-10%
- ☐ 10-20%
- ☐ 20-30%
- ☐ 30-40%
- ☐ 40-50%
- ☐ More than 50%

7. Consider the value of these components of a training programs for English. Rank them in order of personal importance from 1 to 10 (1=most important).

- ☐ Educational psychology
- ☐ Principles of education
- ☐ Language improvement
- ☐ Teaching practice

- ELT Methodology and techniques
- Testing
- Linguistics/ sentence structure
- Phonology
- Study of literary set texts
- Classroom observation/ microteaching

8. Rank these groupings for activities in methodology sessions according to their value for language development (1=most valuable). Write the appropriate number in the box provided.

- Working individually
- Working in pairs
- Working in groups
- Whole class with teacher directing

9. To what extent would the following activities in methodology classes on teaching English language skill for publishing study? Rate each one using the five point scale (1=most effective; 2=Fairly effective;3=Not sure; 4=Least Effective; 5=The very least effective).

No	Criteria	Ranks				
		1	2	3	4	5
A	Listening to lecture in English language about publishing skill					
B	Ranking different materials according to publishing world					
C	Creating teaching materials/ activities for classroom teaching					
D	Brainstorming pre-English stimuli for a course of publishing					
E	Comparing different lesson plans for teaching the same materials from text books					
F	Summarizing orally and then in writing the main points the lecturer has made about the key reading strategies					

G	Categorizing texts in terms of different functional/ rhetorical categories, e.g. narrative, argumentative, etc.					
H	Student presentations on a topic or set reading					
I	Discussions after viewing a film or observing a class being taught					
J	Copying down a lecturer's note					
K	Benchmarking visit to industry					

10. In questions 10-20 tick the column with the heading that best summarizes your reaction to each statement. (1=Strongly agree; 2=Agree; 3=Not sure; 4=Disagree; 5=Strongly Disagree)

No	Criteria	Ranks				
		1	2	3	4	5
A	Teaching skills and techniques should be developed by methods that maximize opportunities for students to develop/ practice their language skills.					
B	Students- teachers cannot improve their English enough simply via studying methodology and preparing for teaching practice.					
C	The way in which language is taught in publishing skills has a very strong influence on the procedures students teacher adopt for teaching English					
D	The teaching of spoken English during formal school should be based largely on the interactions which take place in the PoliMedia context.					
E	If students teachers are taught classroom language, this will have a very beneficial effect on their later classroom performance					
F	A teacher's confidence is most dependent on his/ her own degree of the English language proficiency.					
G	I would like to find out about how best to learn English and study effectively during my language development course.					

FORM
LECTURER TEACHING PERFORMANCE ASSESSMENT

In the context of quality assurance of learning implementation, please fill in the questionnaire below objectively. Your answers will not affect your grade in this course.

Semester : ODD..... EVEN

Study Program :

Lecturer Name :

Teaching Course :

Class/batch :

NO	IN TEACHING LECTURERS	SCORE			
		2	3	4	5
1	explain the syllabus and requirements for passing the course at the first class meeting				
2	Requiring students to read certain textbooks and articles				
3	Mastering the subjects taught				
4	Presents the theory of the subject				
5	Explaining the application of the subject to profession, career, and or life.				
6	Presents the course enthusiastically and energetically.				
7	Use spoken language, written language and body language.				
8	Use language that is easy to understand.				
9	Speaks clearly and is easy to understand.				
10	Provide case studies				
11	Giving assignments to do at home.				
12	Using audio visual (transparent, LCD, or flip chart)				
13	Ask students if they understand what is being taught.				
14	Encouraging students to ask questions or opinions.				
15	Responds enthusiastically to students' questions and opinions.				
16	Respects students who have different opinions.				

17	Being polite and friendly with students.				
18	Gives students the opportunity to meet him/her outside of class.				
19	Attending class and leaving class on time.				
20	Discussing techniques for developing teaching materials for the SCL (Student Center Learning) approach.				
	Number of each column				
	TOTAL				

Copyediting Symbols

	paragraph break	She liked it. Zhaleh raced out the door.
	line break	Poetry often uses line breaks inside sentences.
	run together	You've gotta be crazy if you think I'm going to eat fricasseed squirrel.
	set as a paragraph, not as a list	Elise bought many kinds of books, including - paperbacks - hardbacks - ebooks
	justify left	Why is this line indented?
	justify right	Align this text to the right margin.
	center	This line should be centered.
	ragged right	Full-justified text can look peculiar, especially when "lakes" and "rivers" of white form in its middle, or the words' spacing gets stretched, as is happening in this short paragraph. See?.
	align	No way, man. I don't follow your silly rules. Free spirits like me...we just gotta be free.

	delete	I love ed di ting!
	delete, close up	I also love proof reading!
	replace letter	Melinda went into a t r ^a nce.
	delete word	It's in the the back yard.
	insert	My t ^e lephone kept ringing all night.
	insert space	Why won't he go a way?
	insert space	The graffiti [#] letters were unreadable.
	transpose	You should tra ^{ns} pose the letters.
	close up space	Eliminate the ext ^r a space.
	capitalize	<u>j</u> ohn works at the <u>i</u> bm factory in <u>o</u> hio.
	small caps	The alarm rang at 6 <u>a.m.</u>
	lower case	It's not a ^f ederal case.

EDITORIAL SKILL IN ENGLISH
PUBLIPRENEUR-BASED LANGUAGE LEARNING
(PBL-Editing)

IUNSTRUCTIONS			
1. Use the red ink pen to mark your editorial findings 2. Write the name of manuscript's writer within the box 3. Write your name as an editor within the editor's box 4. Write the title of manuscript 5. Treat the draft as an accepted manuscript to the Editorial Department. 6. Edit the manuscript by using the editorial signs 7. Put the number of your editorial findings (mechanical, substantive, pictorial) within the box right-side 8. Write your verbal verification either suggestion, comment, or input for the manuscript's improvement. 9. Give your editorial judgment about manuscript from the perspective of prewriting, drafting, revising, editing, publishing, marketing, delivering) 10. Good Luck.. be your best.			
Students' Identity	Writer	Editor	
Name			
Study Program			
Title of Manuscript			
No	Editorial Findings	Count	Key Word
A	Mechanical Editing		
	● Types		
	● Words		
	● Phrases		
	● Clause		
	● Punctuations		
	● Commas		
	● Colon		
	● Semi Colon		
	● Preposition		
	● Dictions		
B	Substantive Editing		
	● Content Accuracy		
	● Language Consistency		
	● Message Originality		
	● Reader's Interest		
	● Coherence		
C	Pictorial Editing		

	• Harmony		
	• Balancing		
	• White Space		
	• Color		

Verbal Verification:

INSTRUMEN

PENILAIAN KEMAJUAN BELAJAR MANDIRI

Publipreneur Based Language Learning (PBLL)

Dear Students

(Attached is the list of respondents),

As time goes by, it doesn't feel like you are all currently in the final semester of college. From lecture notes, there are as many students who in the process of learning English produce a portfolio of learning outcomes in the form of videos which we then upload on YouTube "granezhapubly". The teaching method we apply is the publishing entrepreneur approach language learning (Publipreneur Based Language Learning-PBLL)-a method that optimizes the utilization of basic language skills (reading, writing, listening, speaking) with the support of technical expertise applied in the publishing production process cycle "prewriting, drafting, revising, editing, publishing, marketing, delivering". The subject of learning discussion is packaged in the form of practicing solving TOEFL questions with subjects related to the world of potography ... "all materials are taken from the chosen subject by its individual students based on publishing competence ranging from: The process of publishing, Acceptance and negotiation, Pre-production stages, Editorial stage, Design stage, Sales and marketing stage, Printing, Binding, Distribution, Publishing as a business, industry sub-divisions, Newspaper publishing, periodical publishing, book publishing, directory publishing, Academic publishing, Tie-in publishing, Independent publishing alternatives, recent developments, Standardization, legal issues, privishing".

Through the attached questionnaire sheet, we would like to know the level of learning effectiveness of the PBLL method both in terms of language acquisition and the thrust of teaching methods on the application of technical skills as well as the "Aha" aspect of the willingness to learn further after knowing the results of his work witnessed by millions of eyes through cyberspace.

Hopefully, with the questionnaire you filled out, we can find out the level of effectiveness of teaching materials and their relevance to the production competency-based curriculum policy and entrepreneurial competence in the internal Politeknik Negeri Media Kreatif. For that, you should also read the book entitled "Language Learning Entrepreneurial Approach to Publishing, a Vocational Thematic.

Thank you for your cooperation.

Dr. Zalzulifa, M.Pd

STUDENTS' ACHIEVEMENT OF THE PUBLIPRENEUR BASED LANGUAGE LEARNING (PBLL)		
Name		
Department		
Study Program		
Year		
LANGUAGE AND TECHNICAL SKILLS IN PUBLISHING PROCESS		
Instructions: Here the students are expected to rethink about activities of reading, writing, listening, and speaking taught through publipreneur based approach of "prewriting-drafting-revising-editing-publishing-marketing-delivering with it's simulation of presentation "Presenter and Moderator" and "Writer versus Editor". all materials are taken from the choosen subject by its indidual students based on publishing competence ranging from: The process of publishing, Acceptance and negotiation, Pre-production stages, Editorial stage, Design stage, Sales and marketing stage, Printing, Binding, Distribution, Publishing as a business, industry sub-divisions, Newspaper publishing, periodical publishing, book publishing, directory publishing, Academic publishing, Tie-in publishing, Independent publishing alternatives, recent developments, Standardization, legal issues, privishing. Review what you have done to learn what works well and what doesn't. For your career in photography business after graduation, please use the experience of language acquisition to improve future performance by classifying the following criteria.		
1	Rethink what you did.	What could you have done differently?
2	Examine the simulation.	Was the structure right? Were the visual aids useful?
3	Think about the delivery.	Did you use focus and energy effectively?
4	This about response	How did the Question and Answer go?
5	Language skills influence	Rank the language competencies (the most 1-2-3-4-5 the less)?.
6	Technical skill influence	Rank the technical skills (the most 1-2-3-4-5 the less?

LANGUAGE ACQUISITION IN PUBLISHING PROCESS

1	PRE-WRITING (Think and plan)
---	-------------------------------------

Prewriting is the first stage of the writing process, typically followed by drafting, revision, editing and publishing. Elements of prewriting may include planning, research, outlining, diagramming, storyboarding or clustering (for a technique similar to clustering, see mindmapping). Prewriting usually begins with motivation and audience awareness: what is the student or writer trying to communicate, why is it important to communicate it well and who is the audience for this communication. Writers usually begin with a clear idea of audience, content and the importance of their communication; sometimes, one of these needs to be clarified for the best communication. Student writers find motivation especially difficult because they are writing for a teacher or for a grade, instead of a real audience. Often lecturers try to find a real audience for students by asking them to read to younger classes or to parents, by posting writing for others to read, by writing a blog, or by writing on real topics, such as a letter to the editor of a local newspaper.										
What were the two or three things you did very well with the prewriting?										
1..... 2..... 3.....										
Rank the language competencies (the most 1-2-3-4-5 the less)										
	Language Skills	Before Learning				After Learning				
1	writing skills									
2	reading skills									
3	listening skills									
4	speaking skills									
Rank the technical skills (the most 1-2-3-4-5 the less) of language acquisition in Pre-writing										
No	Technical Skills	Before Learning				After Learning				
01	Team working skills									
02	Oral communication skills									
03	Problem solving skills									
04	Customer handling skills									
05	Management skills									
06	General IT User skills									
07	Technical and practical skills									
08	Office administration skills									

09	Written communication skills										
10	literacy skills										
11	Numeracy skills										
12	IT Professional skills										
13	Foreign language skills										
14	Grappling with grammar skills										
15	Note-taking skills										
16	Negotiation skills										
17	Speed Reading Skills (skimming, skipping, scanning)										
2	DRAFTING (Get your ideas down on paper) Drafting means getting your ideas down on paper. A rough draft is a late stage in the writing process. It assumes that students have adequate information and understanding, are near or at the end of gathering research, and have completed an exercise in prewriting. What were the two or three things you did very well with the drafting your idea? 1..... 2..... 3.....										
	Rank the language competencies (the most 1-2-3-4-5 the less)										
	Language Skills	Before Learning					After Learning				
1	writing skills										
2	reading skills										
3	listening skills										
4	speaking skills										
	Rank the technical skills (the most 1-2-3-4-5 the less) of language acquisition in Drafting										
No	Technical Skills	Before Learning					After Learning				
01	Team working skills										
02	Oral communication skills										
03	Problem solving skills										
04	Customer handling skills										
05	Management skills										

06	General IT User skills										
07	Technical and practical skills										
08	Office administration skills										
09	Written communication skills										
10	literacy skills										
11	Numeracy skills										
12	IT Professional skills										
13	Foreign language skills										
14	Grappling with grammar skills										
15	Note-taking skills										
16	Negotiation skills										
17	Speed Reading Skills (skimming, skipping, scanning)										
3	REVISING (Share and reflect on your first draft)										
	Revising means to share and to reflect on your first draft. This will help writer review how effectively readers communicate the message.										
	What were the two or three things you did very well with the revising?										
	1..... ... 2..... . 3..... ...										
Rank the language competencies (the most 1-2-3-4-5 the less)											
	Language Skills	Before Learning					After Learning				
1	writing skills										
2	reading skills										
3	listening skills										
4	speaking skills										
Rank the technical skills (the most 1-2-3-4-5 the less) of language acquisition in revising .											
No	Technical Skills	Before Learning					After Learning				
01	Team working skills										
02	Oral communication skills										

03	Problem solving skills										
04	Customer handling skills										
05	Management skills										
06	General IT User skills										
07	Technical and practical skills										
08	Office administration skills										
09	Written communication skills										
10	literacy skills										
11	Numeracy skills										
12	IT Professional skills										
13	Foreign language skills										
14	Grappling with grammar skills										
15	Note-taking skills										
16	Negotiation skills										
17	Speed Reading Skills (skimming, skipping, scanning)										
4	EDITING (Find and correct any mistakes you have made) Editing is the process of selecting and preparing, , , and medium used to convey information through the processes of correction, condensation, organization, and other modifications in various media, performed with an intention of producing a correct, consistent, accurate, and complete output. The editing process originates with the idea for the work itself and continues in the relationship between the author and the editor. Editing is, therefore, also a practice that includes creative skills, human relations, and a precise set of methods. What were the two or three things you did very well with the editing? 1..... . 2..... ... 3..... ...										
	Rank the language competencies (the most 1-2-3-4-5 the less)										
	Language Skills	Before Learning					After Learning				
1	writing skills										

2	reading skills										
3	listening skills										
4	speaking skills										
	Rank the technical skills (the most 1-2-3-4-5 the less) of language acquisition in editing .										
No	Technical Skills	Before Learning					After Learning				
01	Team working skills										
02	Oral communication skills										
03	Problem solving skills										
04	Customer handling skills										
05	Management skills										
06	General IT User skills										
07	Technical and practical skills										
08	Office administration skills										
09	Written communication skills										
10	literacy skills										
11	Numeracy skills										
12	IT Professional skills										
13	Foreign language skills										
14	Grappling with grammar skills										
15	Note-taking skills										
16	Negotiation skills										
17	Speed Reading Skills (skimming, skipping, scanning)										
5	PUBLISHING (Share your idea in written form)										

Publishing is the process of production and dissemination of or—the activity of making information available to the general public. In some cases, authors may be their own publishers, meaning: originators and developers of also provide to deliver and display the content. Traditionally, the term publishing refers to the distribution of printed works such as books (the "book trade") and. With the advent of digital information systems and the, the scope of publishing has expanded to include electronic resources, such as the electronic versions of books and periodicals, as well as and the like. Publishing includes the stages of the development, acquisition, copyediting, graphic design, production –, and and of newspapers, magazines, books and other works dealing with information, including the electronic media.											
What were the two or three things you did very well to publish your idea?											
1..... . 2..... ... 3..... ...											
Rank the language competencies (the most 1-2-3-4-5 the less)											
	Language Skills	Before Learning					After Learning				
1	writing skills										
2	reading skills										
3	listening skills										
4	speaking skills										
Rank the technical skills (the most 1-2-3-4-5 the less) of language acquisition in publishing .											
No	Technical Skills	Before Learning					After Learning				
01	Team working skills										
02	Oral communication skills										
03	Problem solving skills										
04	Customer handling skills										
05	Management skills										
06	General IT User skills										
07	Technical and practical skills										
08	Office administration skills										
09	Written communication skills										

10	literacy skills										
11	Numeracy skills										
12	IT Professional skills										
13	Foreign language skills										
14	Grappling with grammar skills										
15	Note-taking skills										
16	Negotiation skills										
17	Speed Reading Skills (skimming, skipping, scanning)										
6	MARKETING (Get your idea in to market) Marketing is the process of communicating the value of a product or service to customers. Marketing might sometimes be interpreted as the art of selling products, but selling is only a small fraction of marketing. As the term “marketing” may replace “advertising” it is the overall-strategy and function of promoting a product or service to the customer. What were the two or three things you did very well to market your idea? 1..... ... 2..... ... 3..... ...										
	Rank the language competencies (the most 1-2-3-4-5 the less)										
	Language Skills	Before Learning					After Learning				
1	writing skills										
2	reading skills										
3	listening skills										
4	speaking skills										
	Rank the technical skills (the most 1-2-3-4-5 the less) of language acquisition in marketing .										
No	Technical Skills	Before Learning					After Learning				
01	Team working skills										
02	Oral communication skills										
03	Problem solving skills										

[illegible]

4	speaking skills											
	Rank the technical skills (the most 1-2-3-4-5 the less) of language acquisition in delivering .											
No	Technical Skills	Before Learning					After Learning					
01	Team working skills											
02	Oral communication skills											
03	Problem solving skills											
04	Customer handling skills											
05	Management skills											
06	General IT User skills											
07	Technical and practical skills											
08	Office administration skills											
09	Written communication skills											
10	literacy skills											
11	Numeracy skills											
12	IT Professional skills											
13	Foreign language skills											
14	Grappling with grammar skills											
15	Note-taking skills											
16	Negotiation skills											
17	Speed Reading Skills (skimming, skipping, scanning)											

ENGLISH TEACHING LEARNING COMPETENCIES BASE
At the State Polytechnic of Creative Media

Subject	English for Publishing	Semester	I/2008-2009
Department	Publishing Department	Code	
Lecturer	Zalzulifa/ M. Taufik	SKS/ JP	2/38
Competencies	At the end of lecture, the students are expected to know various kinds of writing styles or manuscripts shown by the ability of speaking, writing, editing, listening, interpreting, and presenting		
Learning Steps	1. Students Register in to www.zalzulifa.com		Meet 1
	2. Students build his/her personal blog		Meet 2
	3. Students find a short article (2-5 Paragraphs) related to Publishing Business		Meet 3
	4. Translate the article into Indonesia		Meet 4
	5. Discuss the article in pairs for making book "Publishing in Toefl" containing Structure Expression and Reading Comprehension.		Meet 6
	6. Presentation in Pairs for Getting Feedback form the rest		Meet 7
	7. Review the Learning Process		UTS
	8. Presentation in Pairs for Getting Feedback form the rest		Meet 9-14
	9. Overview all the Learning Outcomes		Meet 15
	10. Language Assessment		UAS

Weeks	Competencies to be Achieved	Subjects	Teaching Methodology	Value Indicator	Scores
Week 1	1. Knowing the basic course outline for English lecture 2. Understand the material and references used in this lecturer 3. Mapping the competencies of each student referring to the skill of writing, speaking, listening, interpreting and translating	Introduction to English for Publishing 3 -What material to be learned -Who will benefit from this lecture -When to use this language skill -Why do we need this language skills -How to learn and use this language skills	Speech Discussion Brainstorming Speaking	Cognitive Affective Psychomotorics	6.25%

Week 2	This lecture is about the information students need to collect, understand and keep up-to-date with, in order that the work or material students propose for publication meets the needs of markets; is in line with organization's aims and publishing priorities; and is achievable with the resources.	EDITORIAL: Commissioning and Acquisitions 1. Identify and evaluate markets, publishing priorities and resources and express their ideas in English 2. Identify and evaluate the publishing organization's priorities, aims and resources	Self-access Speech Discussion Simulation Brainstorming Writing Speaking Interpreting	Cognitive Affective Psychomotorics	6.25%
Week 3	This lecture is about seeking and identifying publishing ideas and developing them into publishing proposals for approval by your organization. It is also about providing information for colleagues about proposals that go head for publication, and about reviewing completed projects.	Develop publishing proposals: 1. Identify and evaluate publishing ideas with commercial potential. 2. Develop, research and present publishing proposals. 3. Provide information about publishing projects for marketing and sales and other colleagues	Self-access Speech Discussion Simulation Brainstorming Writing Speaking Interpreting	Cognitive Affective Psychomotorics	6.25%
Week 4	This lecture is about creating an achievable plan of future publishing, full filling that plan and building an identify for the area of publishing for	Develop and maintain a plan of publishing: 1. Establish and maintain the structure of a publishing plan 2. Draw up and keep to a complete, on-going forward publishing plan	Speech Discussion Simulation Brainstorming Writing Speaking Presenting	Cognitive Affective Psychomotorics	6.25%

	which students are responsible.				
Week 5	This lecture is about competence dealing with the authors, developers and other contributors you commission, or your dealings with the sources from which you acquire material for publication.	Collaborate with authors, contributors, developers and providers of material for publication: 1. Choose suitable authors, contributors, developers and providers of material 2. Negotiate agreements 3. Brief authors, contributors, developers and providers of material 4. Monitor progress and check finished submissions	Speech Discussion Simulation Brainstorming Negotiating Speaking Presenting	Cognitive Affective Psychomotorics	6.25%
Week 6	This lecture is about the competency of students in expressing ideas of establishing the ownership of right in English	RIGHT: Establish potential for rights sales: 1. Asses the factors necessary to maximize rights sales 2. Establish the ownership of rights, and plan selling strategy for right strategy for rights	Simulation Brainstorming Negotiating Speaking Presenting	Cognitive Affective Psychomotorics	6.25%
Week 7	This Unit is about measuring the achievement of each materials from the beginning until sixth meeting	Mid-Term Test: Competency based mid-term testing approach.	Writing Speaking Listening Interpreting Translating	Cognitive Affective Psychomotorics	6.25%
Week 8	This unit is about verifying rights that are owned	Sell primary rights prior to publication: 1. Identify potential partners 2. verify rights that are owned and licensed 3. Present proposals to potential partner	Speech Discussion Simulation Brainstorming Negotiating Speaking Presenting	Cognitive Affective Psychomotorics	6.25%
Week 9	You will gain detailed understanding	Sell secondary and subsidiary rights after publication:	Speech Discussion Simulation	Cognitive Affective Psychomotorics	6.25%

	of the entire research and writing process for a professional feature	1. Identify potential rights and customers 2. Present titles to potential customers 3. Select final license	Brainstorming Negotiating Speaking Presenting		
Week 10	An excellent introduction to the reporting skills needed for periodicals, in-house newsletters and other publications	Negotiate right agreements: 1. Establish the nature and duration of license 2. Negotiate contractual and financial terms 3. Ensure legal compliance in rights contracts	Writing Brainstorming Speaking Presenting	Cognitive Affective Psychomotorics	6.25%
Week 11	Effective news reporting skills are developed during a focused one-day session	Administer and monitor rights agreement 1. Administer existing rights agreements 2. Monitor compliance with legal and financial terms 3. Establish production schedules with customers and partners	Speech Discussion Simulation Brainstorming Negotiating Speaking Presenting	Cognitive Affective Psychomotorics	6.25%
Week 12	Learn how to write and sell travel features about the trips you take for business or pleasure.	CONTRACTS: Review and prepare contract 1. Review and prepare contracts for your organization's acquisition of rights 2. Review and prepare contracts for your organization's sub-licensing of rights	Speech Discussion Simulation Brainstorming Negotiating Speaking Presenting	Cognitive Affective Psychomotorics	6.25%
Week 13	Learn how to engage, enthuse and retain the readers of your charity publication through high	Control internal administration of contracts: 1. Communicate and disseminate contractual information	Speech Discussion Simulation Brainstorming Negotiating Speaking Presenting	Cognitive Affective Psychomotorics	6.25%

	journalistic standards and professional	2. Maintain contracts archive and precedent information			
Week 14	This unit deals with providing advise and guidance to colleagues and others over copyright and other legal matters and the terms and conditions of proposal and existing contracts for acquisition and sub-licensing of rights. This advice is of an executive nature, and will need supporting with the relevant legal expertise	Advise on legal and contractual matters: 1. Advise on the terms and conditions of proposed contracts. 2. Interpreted existing contracts and advise on legal matters arising out of and related to them	Speech Discussion Simulation Brainstorming Negotiating Speaking Presenting	Cognitive Affective Psychomotorics	6.25%
Week 15	This unit covers the preliminary stages of visual design of printed and electronic publications; how you interpreted the requirements of a brief and translate them into an achievable form; and how you presents your design proposals to your colleagues	DESIGN: Formulate and present visual design proposals: Receive and interpret a design brief Formulate publishing design proposals Present design proposal	Speech Discussion Simulation Brainstorming Negotiating Speaking Presenting	Cognitive Affective Psychomotorics	6.25%
Week 16	This unit is about measuring the whole achievement lecturing from the beginning	Final Test: Competency based final testing approach	Writing Speaking Listening Interpreting Translating	Cognitive Affective Psychomotorics	6.25%

	until the end of meeting				
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References

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7. Inside Book Publishing, Giles Clark and Angus Philips, 4th edition Routledge, UK, 2008.
8. How to Market Books, Allison Baverstick, 4th Edition Hogan Page, 2008
9. Selling Right, fifth edition Lynette Owen Routledge, 2008.
10. Internet.

TEST OF ENGLISH AS A FOREIGN LANGUAGE (TOEFL) PREPARATION FOR PHOTOGRAPHY STUDENTS			
Subject	TOEFL Preparation For Publishing Students	Semester	V/2017
Department	Publishing Department	Code	
Lecturer	Zalzulifa and Team	SKS/ JP	2/38
Learning Outcome	Student shows his/her competent of English Test through:		
	1. Structure and Vocabulary Construction		
	2. Reading Comprehension Test		
	3. Writing Comprehension Test		
Learning Steps	4. Listening Comprehension Test		
	11. Students Register in to www.zalzulifa.com	Meet 1	
	12. Students build his/her personal blog	Meet 2	
	13. Students find a short article (2-5 Paragraphs) related to Publishing Business	Meet 3	
	14. Translate the article into Indonesia	Meet 4	
	15. Discuss the article in pairs for making book "Publishing in Toefl" containing Structure Expression and Reading Comprehension.	Meet 6	
	16. Presentation in Pairs for Getting Feedback form the rest	Meet 7	
	17. Review the Learning Process	UTS	
	18. Presentation in Pairs for Getting Feedback form the rest	Meet 9-14	
	19. Overview all the Learning Outcomes	Meet 15	

Basic Course Outline

Weeks	Competencies to be Achieved	Subjects	Teaching Methodology	Value Indicator	Scores
1	Students know the basic course outline for “ <i>TOEFL Preparation for PUBLISHING BUSINESS</i> ” and they understand the material and references used in this lecture.	INTRODUCTION Student Mapping Competencies Explain syllabus Gentlemen Agreement	Speech Discussion	Cognitive Psychomotor Affective	6.25%
2	Student shows his/her competent through: - Prewriting - Drafting - Revising - Editing - Publishing - Marketing - Delivering	Learning 1: TOEFL PREPARATION AT GLANCE What, Where, When, Why, Who, How	Reading Writing Listening Speaking	Cognitive Psychomotor Affective	6,25%
3	Student shows his/her competent through: - Prewriting - Drafting - Revising - Editing - Publishing - Marketing - Delivering	Learning 2: TOEFL PREPATATION LISTENING COMPREHENSION What, Where, When, Why, Who, How	Reading Writing Listening Speaking	Cognitive Psychomotor Affective	6,25%
4	Student shows his/her competent through: - Prewriting - Drafting - Revising - Editing - Publishing	Learning 3: TOEFL PREPARATION STRUCTURE AND WRITTEN EXPRESSION What, Where, When,	Reading Writing Listening Speaking	Cognitive Psychomotor Affective	6,25%

	- Marketing - Delivering	Why, Who, How			
5	Student shows his/her competent through: - Prewriting - Drafting - Revising - Editing - Publishing - Marketing - Delivering	Learning 4: TOEFL PREPARATION READING COMPREHENSION What, Where, When, Why, Who, How	Reading Writing Listening Speaking	Cognitive Psychomotor Affective	6,25%
6	Student shows his/her competent through: - Prewriting - Drafting - Revising - Editing - Publishing - Marketing - Delivering	Learning 5: TOEFL TEST ONE What, Where, When, Why, Who, How	Reading Writing Listening Speaking	Cognitive Psychomotor Affective	6,25%
7	Student shows his/her competent through: - Prewriting - Drafting - Revising - Editing - Publishing - Marketing - Delivering	Review for Mid-Test (Mechanical and Substantive Editing)	Individual test, Scoring, Discussion		6,25%
8	MIDTERM TEST	In Pairs Exchange the Reading Text (Mechanical and Substantive Editing)	EDITING AND WRITTING TEST		
9	Student shows his/her competent through: - Prewriting - Drafting - Revising - Editing - Publishing - Marketing	Project 6: TOEFL TEST TWO What, Where, When, Why, Who, How	Reading Writing Listening Speaking	Cognitive Psychomotor Affective	6,25%

	- Delivering				
10	Student shows his/her competent through: - Prewriting - Drafting - Revising - Editing - Publishing - Marketing - Delivering	Project 7: TOEFL TEST THREE What, Where, When, Why, Who, How	Reading Writing Listening Speaking	Cognitive Psychomotor Affective	6,25%
11	Student shows his/her competent through: - Prewriting - Drafting - Revising - Editing - Publishing - Marketing - Delivering	Project 8 : TOEFL TEST FOUR What, Where, When, Why, Who, How	Reading Writing Listening Speaking	Cognitive Psychomotor Affective	6,25%
12	Student shows his/her competent through: - Prewriting - Drafting - Revising - Editing - Publishing - Marketing - Delivering	Project 9: TOEFL TEST FIVE What, Where, When, Why, Who,	Reading Writing Listening Speaking	Cognitive Psychomotor Affective	6,25%
13	Student shows his/her competent through: - Prewriting - Drafting - Revising - Editing - Publishing - Marketing - Delivering	Project 10: TOEFL TEST SIX What, Where, When, Why, Who, How	Reading Writing Listening Speaking	Cognitive Psychomotor Affective	6,25%
14	Student shows his/her competent through: - Prewriting	Project 11: TOEFL TEST SEVEN What, Where,	Reading Writing Listening Speaking	Cognitive Psychomotor Affective	6,25%

	- Drafting - Revising - Editing - Publishing - Marketing - Delivering	When, Why, Who,			
15	All students review their competencies through in pairs exchanging individual projects. This is done for preparing the final test.	Review for the Final Test (Prewriting-Drafting-Revising-Editing-Publishing-Marketing-Delivering)	Individual test, Scoring, Discussion		6,25%
16	FINAL TEST	In Pairs Exchange the Reading Text (Mechanical and Substantive Editing)	EDITING & WRITING TEST		

**DAFTAR PELATIHAN BAHASA INGGRIS UNTUK SKEMA UJI KOMPETENSI
PENERAPAN BAHASA INGGRIS PADA INDUSTRI KREATIF**

**PUBLIPRENEUR-BASED LANGUAGE LEARNING (PBLL)
FOR VOCATIONAL LEARNERS**

**(Hasil Sactioning dan Telaah Pakar Penyelarasan Bahan Ajar PBLL
Rencana Hilirisasi Hasil Disertasi Penyusunan Bahan Ajar Bahasa Inggris
Untuk Bidang Pariwisata dan Industri Kreatif**

CODE	PBLL FOR VOCATIONAL LEARNERS
REFERENCES	PBLL FOR VOCATIONAL LEARNERS
Reference-01	Introduction of PBLL for Vocational Learners
Introduction to PBLL Approach	Publipreneur-Based Language Learning (PBLL) means implementing basic skill of language “reading, writing, listening, speaking” within the learning steps of publishing competencies from pre-writing, drafting, revising, editing, publishing, marketing, delivering (see the learning maps).

No	PBLL-Approach	Meeting	Portfolios	Learning Output	Learning Outcome	Learning Impact
01	Prewriting	1-8 (UTS)	PPT Group, Mid-Test	1. The Original Group Work of PPT (Power Point) 2. Approval used of Editorial Symbols in Pair's Group	Intend to be Self-Publishers	Continually Improve ment to be self-publisher within owned
02	Drafting					
03	Revising					
04	Editing					
05 06 07	Publishing Marketing Delivering	9-16 (UAS)	Book Dummy (PPT Group, Final-Test) Individual Voice in Video	1. Neatly typed of revised edition 2. Printed Edition of Class Work Dummy 3. Individual Voice of Recording in you tube channel for possibility of getting A Grade 4. The grade will be C or NC (C=Competence;NC = Non Competence)	Digital Publishing Member by registering to www.zalzulifa.com	

Reference-02	Terminology NASKAH (Names, Accessories, Sources, Kinds/Qualification, Anatomy, How) In Publishing Business
Introduction To Terminology NASKAH	Learners understand the publishing knowledge and science through Terminology NASKAH Names, Accessories, Sources, Kinds/Qualification, Anatomy, How

Reference-03	Seven Steps to be Self-Publishers
Introduction To 7 Steps of Learning Approach	The learners use the knowledge and science of thematic subject as the mediation of implementing four basic skill of language “reading, writing, listening, speaking” within the learning steps of publishing competencies from pre-writing, drafting, revising, editing, publishing, marketing, delivering.
CPMK1-Prewriting (Literacy)	Think and Plan the Project: learners discuss and try to search many resources related to thematic subject article (Video:.....
CPMK2-Drafting (Critical Thinking)	Getting Idea down on paper or personal computer: learners try to dig the internal capacity in order to be written information about article (video:.....
CPMK3-Revising (Collaboration)	Share and reflect the draft for getting feedback: learners deliver the draft of sentence building to peer reviewer learning partnership in order to get feedback from readers (Video...
CPMK4-Editing (Communication)	Find and correct any mistakes you find in manuscripts: learners try to identify substantive, mechanical and pictorial mistakes hence use the editing symbols for correction (apostrophes, dash, question marks, exclamation, comma, full stop) be used In sentence building from article The students will also learn about the verb, relative, adverbial and noun concepts, what’s the difference between ‘which’ and ‘that’ (video.....
CPMK5-Publishing (Creativity)	Publishing here means layouting your idea in a publication format; learners use publishing software (photo shop, In-design, Corel Draw) for making dummy (video.....
CPMK6-Marketing (Numeracy)	Marketing here means exposing your product to clients: learners try to expose the learning product and process through zoom or even offline in class for getting feed back from the rest as adjudicators or functioned and client or customers (Video.....)
CPMK7-Delivering (Integrity)	Delivering means uploading the learning products online in blog and you to be for appraisal and portfolio in assessment test (video.....
THEMATIC 01	PBLL FOR PUBLISHING BUSINESS
APTIMA-ESP-01.1	Sentence Building Skills in Publishing Business
Background	
Competencies	At the end of lecturer, the learners are expected to know sixteen basic tenses and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in sentence building from article about publishing subject. The students will also learn about the verb, relative, adverbial and noun concepts, what’s the difference between ‘which’ and ‘that’, etc?
Outline	
APTIMA-ESP-01.2	Communication Skills in Publishing Business
Background	

Competencies	At the end of lecture, the learners are expected to create publishing business profile (Brand Name, Vision, Mission, Services) and know to make publishing business document such as: proposal, letter business writing, curriculum vitae, memo, business canvas, Inquiry writing, facture writing and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various communication business documents?
Story Line	
APTIMA-ESP-01.3	Presentation and Speaking Skills in Publishing Business
Background	
Competencies	At the end of lecture, the learners are expected to know about how to make good presentation material for publishing business project, designing presentation about business, presenting idea effectively about business, making a good marketing project in business as well as understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various presentation materials.
Story line	
APTIMA-ESP-01.4	Language Assessment Test Skills in Publishing Business
Baxground	
Competencies	At the end of lecture, the learners are expected to know about how to identify and analyze the assessment test material, such as: structure and vocabulary construction, reading comprehension, writing comprehension, listening comprehension in order to be successful for taking Test of English as a Foreign Language (TOEFL), Test of English for International Communication (TOEIC) and International English Language Testing System (IELTS).
Story line	
THEMATIC 02	PBLL FOR ADVERTISING BUSINESS
APTIMA-ESP-02.5	Sentence Building Skills in Advertising Business
Competencies	At the end of lecturer, the learners are expected to know sixteen basic tenses and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in sentence building from article about advertising subject. The students will also learn about the verb, relative, adverbial and noun concepts, what's the difference between 'which' and 'that', etc?
APTIMA-ESP-02.6	Communication Skills in Advertising Business
Competencies	At the end of lecture, the learners are expected to create advertising business profile (Brand Name, Vision, Mission, Services) and know to make advertising business document such as: proposal, letter business writing, curriculum vitae, memo,

	business canvas, Inquiry writing, facture writing and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various communication business documents?
APTIMA-ESP-02.7	Presentation and Speaking Skills in Advertising Business
Competencies	At the end of lecture, the learners are expected to know about how to make good presentation material for advertising business project, designing presentation about business, presenting idea effectively about business, making a good marketing project in business as well as understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various presentation materials about advertising business.
APTIMA-ESP-02.8	Language Assessment Test Skills in Advertising Business
Competencies	At the end of lecture, the learners are expected to know about how to identify and analyze the assessment test material, such as: structure and vocabulary construction, reading comprehension, writing comprehension, listening comprehension in order to be successful for taking Test of English as a Foreign Language (TOEFL), Test of English for International Communication (TOEIC) and International English Language Testing System (IELTS).
THEMATIC 03	PBL FOR ANIMATION BUSINESS
APTIMA-ESP-03.9	Sentence Building Skills in Animation Business
Competencies	At the end of lecturer, the learners are expected to know sixteen basic tenses and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in sentence building from article about animation subject. The students will also learn about the verb, relative, adverbial and noun concepts, what's the difference between 'which' and 'that', etc?
APTIMA-ESP-03.10	Communication Skills in Animation Business
Competencies	At the end of lecture, the learners are expected to create animation business profile (Brand Name, Vision, Mission, Services) and know to make animation business document such as: proposal, letter business writing, curriculum vitae, memo, business canvas, Inquiry writing, facture writing and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various communication business documents about animation?
APTIMA-ESP-03.11	Presentation and Speaking Skills in Animation Business
Competencies	At the end of lecture, the learners are expected to know about how to make good presentation material for animation business project, designing presentation about business, presenting idea effectively about business, making a good marketing project in business as well as understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full

	stop) be used in various presentation materials about animation business.
APTIMA-ESP-03.12	Language Assessment Test Skills in Animation Business
Competencies	At the end of lecture, the learners are expected to know about how to identify and analyze the assessment test material, such as: structure and vocabulary construction, reading comprehension, writing comprehension, listening comprehension in order to be successful for taking Test of English as a Foreign Language (TOEFL), Test of English for International Communication (TOEIC) and International English Language Testing System (IELTS).
THEMATIC 04	PBLL FOR ARCHITECTURE BUSINESS
APTIMA-ESP-04.13	Sentence Building Skills in Architecture Business
Competencies	At the end of lecturer, the learners are expected to know sixteen basic tenses and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in sentence building from article about architecture subject. The students will also learn about the verb, relative, adverbial and noun concepts, what's the difference between 'which' and 'that', etc?
APTIMA-ESP-04.14	Communication Skills in Architecture Business
Competencies	At the end of lecture, the learners are expected to create architecture business profile (Brand Name, Vision, Mission, Services) and know how to make architecture business document such as: proposal, letter business writing, curriculum vitae, memo, business canvas, Inquiry writing, facture writing and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various communication business documents?
APTIMA-ESP-04.15	Presentation and Speaking Skills in Architecture Business
Competencies	At the end of lecture, the learners are expected to know about how to make good presentation material for architecture business project, designing presentation about business, presenting idea effectively about business, making a good marketing project in business as well as understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various presentation materials about architecture business .
APTIMA-ESP-04.16	Language Assessment Test Skills in Architecture Business
Competencies	At the end of lecture, the learners are expected to know about how to identify and analyze the assessment test material, such as: structure and vocabulary construction, reading comprehension, writing comprehension, listening comprehension in order to be successful for taking Test of English as a Foreign Language (TOEFL), Test of English for International Communication (TOEIC) and International English Language Testing System (IELTS).
THEMATIC 05	PBLL FOR BROADCASTING BUSINESS
APTIMA-ESP-05.17	Sentence Building Skills in Broadcasting Business

Competencies	At the end of lecturer, the learners are expected to know sixteen basic tenses and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in sentence building from article about broadcasting subject. The students will also learn about the verb, relative, adverbial and noun concepts, what's the difference between 'which' and 'that', etc?
APTIMA-ESP-05.18	Communication Skills in Broadcasting Business
Competencies	At the end of lecture, the learners are expected to create broadcasting business profile (Brand Name, Vision, Mission, Services) and know to make broadcasting business document such as: proposal, letter business writing, curriculum vitae, memo, business canvas, Inquiry writing, facture writing and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various communication business documents?
APTIMA-ESP-05.19	Presentation and Speaking Skills in Broadcasting Business
Competencies	At the end of lecture, the learners are expected to know about how to make good presentation material for broadcasting business project, designing presentation about business, presenting idea effectively about business, making a good marketing project in business as well as understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various presentation materials for broadcasting business.
APTIMA-ESP-05.20	Language Assessment Test Skills in Broadcasting Business
Competencies	At the end of lecture, the learners are expected to know about how to identify and analyze the assessment test material, such as: structure and vocabulary construction, reading comprehension, writing comprehension, listening comprehension in order to be successful for taking Test of English as a Foreign Language (TOEFL), Test of English for International Communication (TOEIC) and International English Language Testing System (IELTS).
THEMATIC 06	PBLL FOR CIVIL ENGINEERING BUSINESS
APTIMA-ESP-06.21	Sentence Building Skills in Civil Engineering Business
Competencies	At the end of lecturer, the learners are expected to know sixteen basic tenses and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in sentence building from article about civil engineering subject. The students will also learn about the verb, relative, adverbial and noun concepts, what's the difference between 'which' and 'that', etc?
APTIMA-ESP-06.22	Communication Skills in Civil Engineering Business
Competencies	At the end of lecture, the learners are expected to create civil engineering business profile (Brand Name, Vision, Mission, Services) and know how to make civil engineering business document such as: proposal, letter business writing, curriculum

	vitae, memo, business canvas, Inquiry writing, facture writing and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various communication business documents?
APTIMA-ESP-06.23	Presentation and Speaking Skills in Civil Engineering Business
Competencies	At the end of lecture, the learners are expected to know about how to make good presentation material for civil engineering business project, designing presentation about business, presenting idea effectively about business, making a good marketing project in business as well as understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various presentation materials for civil engineering business.
APTIMA-ESP-06.24	Language Assessment Test Skills in Civil Engineering Students
Competencies	At the end of lecture, the learners are expected to know about how to identify and analyze the assessment test material, such as: structure and vocabulary construction, reading comprehension, writing comprehension, listening comprehension in order to be successful for taking Test of English as a Foreign Language (TOEFL), Test of English for International Communication (TOEIC) and International English Language Testing System (IELTS).
THEMATIC 07	PBLL FOR COMPUTER AND SOFT-WARE BUSINESS
APTIMA-ESP-07.25	Sentence Building Skills in Computer & Software Business
Competencies	At the end of lecturer, the learners are expected to know sixteen basic tenses and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in sentence building from article about computer & software subject. The students will also learn about the verb, relative, adverbial and noun concepts, what's the difference between 'which' and 'that', etc?
APTIMA-ESP-07.26	Communication Skills in Computer & Software Business
Competencies	At the end of lecture, the learners are expected to create computer & software business profile (Brand Name, Vision, Mission, Services) and know how to make computer & software business document such as: proposal, letter business writing, curriculum vitae, memo, business canvas, Inquiry writing, facture writing and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various communication business documents?
APTIMA-ESP-07.27	Presentation and Speaking Skills in Computer & Software Business
Competencies	At the end of lecture, the learners are expected to know about how to make good presentation material for publishing business project, designing presentation about business, presenting idea effectively about business, making a good marketing project in business as well as understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full

	stop) be used in various presentation materials for computer & software business.
APTIMA-ESP-07.28	Language Assessment Test Skills in Computer & Software Business
Competencies	At the end of lecture, the learners are expected to know about how to identify and analyze the assessment test material, such as: structure and vocabulary construction, reading comprehension, writing comprehension, listening comprehension in order to be successful for taking Test of English as a Foreign Language (TOEFL), Test of English for International Communication (TOEIC) and International English Language Testing System (IELTS).
THEMATIC 08	PBLL FOR CRAFT BUSINESS
APTIMA-ESP-08.29	Sentence Building Skills in Craft Business
Competencies	At the end of lecturer, the learners are expected to know sixteen basic tenses and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in sentence building from article about craft subject. The students will also learn about the verb, relative, adverbial and noun concepts, what's the difference between 'which' and 'that', etc?
APTIMA-ESP-08.30	Communication Skills in Craft Business
Competencies	At the end of lecture, the learners are expected to create craft business profile (Brand Name, Vision, Mission, Services) and know how to make craft business document such as: proposal, letter business writing, curriculum vitae, memo, business canvas, Inquiry writing, facture writing and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various communication business documents?
APTIMA-ESP-08.31	Presentation and Speaking Skills in Craft Business
Competencies	At the end of lecture, the learners are expected to know about how to make good presentation material for craft business project, designing presentation about business, presenting idea effectively about business, making a good marketing project in business as well as understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various presentation materials for craft business.
APTIMA-ESP-08.32	Language Assessment Test Skills in Craft Business
Competencies	At the end of lecture, the learners are expected to know about how to identify and analyze the assessment test material, such as: structure and vocabulary construction, reading comprehension, writing comprehension, listening comprehension in order to be successful for taking Test of English as a Foreign Language (TOEFL), Test of English for International Communication (TOEIC) and International English Language Testing System (IELTS).
THEMATIC 09	PBLL FOR CULLINARY BUSINESS
APTIMA-ESP-09.33	Sentence Building Skills in Culinary Business
Competencies	At the end of lecturer, the learners are expected to know sixteen basic tenses and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in

	sentence building from article about culinary subject. The students will also learn about the verb, relative, adverbial and noun concepts, what's the difference between 'which' and 'that', etc?
APTIMA-ESP-09.34	Communication Skills in Culinary Business
Competencies	At the end of lecture, the learners are expected to create culinary business profile (Brand Name, Vision, Mission, Services) and know how to make culinary business document such as: proposal, letter business writing, curriculum vitae, memo, business canvas, Inquiry writing, facture writing and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various communication business documents?
APTIMA-ESP-09.35	Presentation and Speaking Skills in Culinary Business
Competencies	At the end of lecture, the learners are expected to know about how to make good presentation material for publishing business project, designing presentation about business, presenting idea effectively about business, making a good marketing project in business as well as understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various presentation materials for culinary business.
APTIMA-ESP-09.36	Language Assessment Test Skills in Culinary Business
Competencies	At the end of lecture, the learners are expected to know about how to identify and analyze the assessment test material, such as: structure and vocabulary construction, reading comprehension, writing comprehension, listening comprehension in order to be successful for taking Test of English as a Foreign Language (TOEFL), Test of English for International Communication (TOEIC) and International English Language Testing System (IELTS).
THEMATIC 10	PBLL FOR ELECTRO ENGINEERING BUSINESS
APTIMA-ESP-10.37	Sentence Building Skills in Electro Engineering Business
Competencies	At the end of lecturer, the learners are expected to know sixteen basic tenses and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in sentence building from article about electro engineering subject. The students will also learn about the verb, relative, adverbial and noun concepts, what's the difference between 'which' and 'that', etc?
APTIMA-ESP-10.38	Communication Skills in Electro Engineering Business
Competencies	At the end of lecture, the learners are expected to create electro engineering business profile (Brand Name, Vision, Mission, Services) and know how to make electro engineering business document such as: proposal, letter business writing, curriculum vitae, memo, business canvas, Inquiry writing, facture writing and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various communication business documents?

APTIMA-ESP-10.39	Presentation and Speaking Skills in Electro Engineering Business
Competencies	At the end of lecture, the learners are expected to know about how to make good presentation material for electro engineering business project, designing presentation about business, presenting idea effectively about business, making a good marketing project in business as well as understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various presentation materials for electro engineering business.
APTIMA-ESP-10.40	Language Assessment Test Skills in Electro Engineering Business
Competencies	At the end of lecture, the learners are expected to know about how to identify and analyze the assessment test material, such as: structure and vocabulary construction, reading comprehension, writing comprehension, listening comprehension in order to be successful for taking Test of English as a Foreign Language (TOEFL), Test of English for International Communication (TOEIC) and International English Language Testing System (IELTS).
THEMATIC 11	PBLL FOR EVENT ORGANIZER BUSINESS
APTIMA-ESP-11.41	Sentence Building Skills in for Event Organizer Business
Competencies	At the end of lecturer, the learners are expected to know sixteen basic tenses and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in sentence building from article about event subject. The students will also learn about the verb, relative, adverbial and noun concepts, what's the difference between 'which' and 'that', etc?
APTIMA-ESP-11.42	Communication Skills in Event Organizer Business
Competencies	At the end of lecture, the learners are expected to create event business profile (Brand Name, Vision, Mission, Services) and know to make event business document such as: proposal, letter business writing, curriculum vitae, memo, business canvas, Inquiry writing, facture writing and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various communication business documents?
APTIMA-ESP-11.43	Presentation and Speaking Skills in Event Organizer Business
Competencies	At the end of lecture, the learners are expected to know about how to make good presentation material for event business project, designing presentation about business, presenting idea effectively about business, making a good marketing project in business as well as understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various presentation materials event business.
APTIMA-ESP-11.44	Language Assessment Test Skills in Event Organizer Business
Competencies	At the end of lecture, the learners are expected to know about how to identify and analyze the assessment test material, such as: structure and vocabulary construction, reading comprehension, writing comprehension, listening comprehension in order to be successful for taking Test of English as a Foreign Language (TOEFL),

	Test of English for International Communication (TOEIC) and International English Language Testing System (IELTS).
THEMATIC 12	PBLL FOR FASHION DESIGN BUSINESS
APTIMA-ESP-12.45	Sentence Building Skills in Fashion Design Business
Competencies	At the end of lecturer, the learners are expected to know sixteen basic tenses and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in sentence building from article about fashion subject. The students will also learn about the verb, relative, adverbial and noun concepts, what's the difference between 'which' and 'that', etc?
APTIMA-ESP-12.46	Communication Skills in Fashion Design Business
Competencies	At the end of lecture, the learners are expected to create fashion business profile (Brand Name, Vision, Mission, Services) and know to make fashion business document such as: proposal, letter business writing, curriculum vitae, memo, business canvas, Inquiry writing, facture writing and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various communication business documents?
APTIMA-ESP-12.47	Presentation and Speaking Skills in Fashion Design Business
Competencies	At the end of lecture, the learners are expected to know about how to make good presentation material for fashion business project, designing presentation about business, presenting idea effectively about business, making a good marketing project in business as well as understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various presentation materials for fashion business.
APTIMA-ESP-12.48	Language Assessment Test Skills in Fashion Design Business
Competencies	At the end of lecture, the learners are expected to know about how to identify and analyze the assessment test material, such as: structure and vocabulary construction, reading comprehension, writing comprehension, listening comprehension in order to be successful for taking Test of English as a Foreign Language (TOEFL), Test of English for International Communication (TOEIC) and International English Language Testing System (IELTS).
THEMATIC 13	PBLL FOR FILM BUSINESS
APTIMA-ESP-13.49	Sentence Building Skills in Film Business
Competencies	At the end of lecturer, the learners are expected to know sixteen basic tenses and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in sentence building from article about film subject. The students will also learn about the verb, relative, adverbial and noun concepts, what's the difference between 'which' and 'that', etc?
APTIMA-ESP-13.50	Communication Skills in Film Business
Competencies	At the end of lecture, the learners are expected to create film business profile (Brand Name, Vision, Mission, Services) and know

	to make film business document such as: proposal, letter business writing, curriculum vitae, memo, business canvas, Inquiry writing, facture writing and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various communication business documents
APTIMA-ESP-13.51	Presentation and Speaking Skills in for Film Business
Competencies	At the end of lecture, the learners are expected to know about how to make good presentation material for film business project, designing presentation about business, presenting idea effectively about business, making a good marketing project in business as well as understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various presentation materials.
APTIMA-ESP-13.52	Language Assessment Test Skills in Film Business
Competencies	At the end of lecture, the learners are expected to know about how to identify and analyze the assessment test material, such as: structure and vocabulary construction, reading comprehension, writing comprehension, listening comprehension in order to be successful for taking Test of English as a Foreign Language (TOEFL), Test of English for International Communication (TOEIC) and International English Language Testing System (IELTS).
THEMATIC 14	PBL FOR GRAPHIC DESIGN BUSINESS
APTIMA-ESP-14.53	Sentence Building Skills in Graphic Design Business
Competencies	At the end of lecturer, the learners are expected to know sixteen basic tenses and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in sentence building from article about graphic design subject. The students will also learn about the verb, relative, adverbial and noun concepts, what's the difference between 'which' and 'that', etc?
APTIMA-ESP-14.54	Communication Skills in Graphic Design Business
Competencies	At the end of lecture, the learners are expected to create graphic design business profile (Brand Name, Vision, Mission, Services) and know to make graphic design business document such as: proposal, letter business writing, curriculum vitae, memo, business canvas, Inquiry writing, facture writing and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various communication business documents?
APTIMA-ESP-14.55	Presentation and Speaking Skills in Graphic Design Business
Competencies	At the end of lecture, the learners are expected to know about how to make good presentation material for graphic design business project, designing presentation about business, presenting idea effectively about business, making a good marketing project in business as well as understand how should mechanics (apostrophes, dash, question marks, exclamation,

	comma, full stop) be used in various presentation materials for graphic design business.
APTIMA-ESP-14.56	Language Assessment Test Skills in Graphic Design Business
Competencies	At the end of lecture, the learners are expected to know about how to identify and analyze the assessment test material, such as: structure and vocabulary construction, reading comprehension, writing comprehension, listening comprehension in order to be successful for taking Test of English as a Foreign Language (TOEFL), Test of English for International Communication (TOEIC) and International English Language Testing System (IELTS).
THEMATIC 15	PBLL FOR MULTIMEDIA BUSINESS
APTIMA-ESP-15.57	Sentence Building Skills in Multimedia Business
Competencies	At the end of lecturer, the learners are expected to know sixteen basic tenses and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in sentence building from article about multimedia subject. The students will also learn about the verb, relative, adverbial and noun concepts, what's the difference between 'which' and 'that', etc?
APTIMA-ESP-15.58	Communication Skills in Multimedia Business
Competencies	At the end of lecture, the learners are expected to create multimedia business profile (Brand Name, Vision, Mission, Services) and know to make multimedia business document such as: proposal, letter business writing, curriculum vitae, memo, business canvas, Inquiry writing, facture writing and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various communication business documents?
APTIMA-ESP-15.59	Presentation and Speaking Skills in Multimedia Business
Competencies	At the end of lecture, the learners are expected to know about how to make good presentation material for multimedia business project, designing presentation about business, presenting idea effectively about business, making a good marketing project in business as well as understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various presentation materials for multimedia business.
APTIMA-ESP-15.60	Language Assessment Test Skills in Multimedia Business
Competencies	At the end of lecture, the learners are expected to know about how to identify and analyze the assessment test material, such as: structure and vocabulary construction, reading comprehension, writing comprehension, listening comprehension in order to be successful for taking Test of English as a Foreign Language (TOEFL), Test of English for International Communication (TOEIC) and International English Language Testing System (IELTS).
THEMATIC 16	PBLL FOR MUSIC BUSINESS
APTIMA-ESP-16.61	Sentence Building Skills in Music Business

Competencies	At the end of lecturer, the learners are expected to know sixteen basic tenses and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in sentence building from article about music subject. The students will also learn about the verb, relative, adverbial and noun concepts, what's the difference between 'which' and 'that', etc?
APTIMA-ESP-16.62	Communication Skills in Music Business
Competencies	At the end of lecture, the learners are expected to create music business profile (Brand Name, Vision, Mission, Services) and know how to make music business document such as: proposal, letter business writing, curriculum vitae, memo, business canvas, Inquiry writing, facture writing and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various communication business documents?
APTIMA-ESP-16.63	Presentation and Speaking Skills in Music Business
Competencies	At the end of lecture, the learners are expected to know about how to make good presentation material for music business project, designing presentation about business, presenting idea effectively about business, making a good marketing project in business as well as understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various presentation materials.
APTIMA-ESP-16.64	Language Assessment Test Skills in Music Business
Competencies	At the end of lecture, the learners are expected to know about how to identify and analyze the assessment test material, such as: structure and vocabulary construction, reading comprehension, writing comprehension, listening comprehension in order to be successful for taking Test of English as a Foreign Language (TOEFL), Test of English for International Communication (TOEIC) and International English Language Testing System (IELTS).
THEMATIC 17	PBLL FOR PACKAGING BUSINESS
APTIMA-ESP-17.65	Sentence Building Skills in Packaging Business
Competencies	At the end of lecturer, the learners are expected to know sixteen basic tenses and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in sentence building from article about packaging subject. The students will also learn about the verb, relative, adverbial and noun concepts, what's the difference between 'which' and 'that', etc?
APTIMA-ESP-17.66	Communication Skills in Packaging Business
Competencies	At the end of lecture, the learners are expected to create packaging business profile (Brand Name, Vision, Mission, Services) and know how to make packaging business document such as: proposal, letter business writing, curriculum vitae, memo, business canvas, Inquiry writing, facture writing and understand how should mechanics (apostrophes, dash, question marks,

	exclamation, comma, full stop) be used in various communication business documents?
APTIMA-ESP-17.67	Presentation and Speaking Skills in Packaging Business
Competencies	At the end of lecture, the learners are expected to know about how to make good presentation material for packaging business project, designing presentation about business, presenting idea effectively about business, making a good marketing project in business as well as understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various presentation materials for packaging business.
APTIMA-ESP-17.68	Language Assessment Test Skills in Packaging Business
Competencies	At the end of lecture, the learners are expected to know about how to identify and analyze the assessment test material, such as: structure and vocabulary construction, reading comprehension, writing comprehension, listening comprehension in order to be successful for taking Test of English as a Foreign Language (TOEFL), Test of English for International Communication (TOEIC) and International English Language Testing System (IELTS).
THEMATIC 18	PBLL FOR PHOTOGRAPHY BUSINESS
APTIMA-ESP-18.69	Sentence Building Skills in Photography Business
Competencies	At the end of lecturer, the learners are expected to know sixteen basic tenses and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in sentence building from article about photography subject. The students will also learn about the verb, relative, adverbial and noun concepts, what's the difference between 'which' and 'that', etc?
APTIMA-ESP-18.70	Communication Skills in Photography Business
Competencies	At the end of lecture, the learners are expected to create photography business profile (Brand Name, Vision, Mission, Services) and know how to make photography business document such as: proposal, letter business writing, curriculum vitae, memo, business canvas, Inquiry writing, facture writing and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various communication business documents?
APTIMA-ESP-18.71	Presentation and Speaking Skills in Photography Business
Competencies	At the end of lecture, the learners are expected to know about how to make good presentation material for photography business project, designing presentation about business, presenting idea effectively about business, making a good marketing project in business as well as understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various presentation materials for photography business.
APTIMA-ESP-18.72	Language Assessment Test Skills in Photography Business

Competencies	At the end of lecture, the learners are expected to know about how to identify and analyze the assessment test material, such as: structure and vocabulary construction, reading comprehension, writing comprehension, listening comprehension in order to be successful for taking Test of English as a Foreign Language (TOEFL), Test of English for International Communication (TOEIC) and International English Language Testing System (IELTS).
THEMATIC 19	PBLL FOR PRINTING BUSINESS
APTIMA-ESP-19.73	Sentence Building Skills in Printing Business
Competencies	At the end of lecturer, the learners are expected to know sixteen basic tenses and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in sentence building from article about printing subject. The students will also learn about the verb, relative, adverbial and noun concepts, what's the difference between 'which' and 'that', etc?
APTIMA-ESP-19.74	Communication Skills in Printing Business
Competencies	At the end of lecture, the learners are expected to create printing business profile (Brand Name, Vision, Mission, Services) and know how to make printing business document such as: proposal, letter business writing, curriculum vitae, memo, business canvas, Inquiry writing, facture writing and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various communication business documents?
APTIMA-ESP-19.75	Presentation and Speaking Skills in Printing Business
Competencies	At the end of lecture, the learners are expected to know about how to make good presentation material for printing business project, designing presentation about business, presenting idea effectively about business, making a good marketing project in business as well as understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various presentation materials.
APTIMA-ESP-19.76	Language Assessment Test Skills in Printing Business
Competencies	At the end of lecture, the learners are expected to know about how to identify and analyze the assessment test material, such as: structure and vocabulary construction, reading comprehension, writing comprehension, listening comprehension in order to be successful for taking Test of English as a Foreign Language (TOEFL), Test of English for International Communication (TOEIC) and International English Language Testing System (IELTS).
THEMATIC 20	PBLL FOR RADIO BUSINESS
APTIMA-ESP-20.77	Sentence Building Skills in Radio Business
Competencies	At the end of lecturer, the learners are expected to know sixteen basic tenses and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in sentence building from article about radio subject. The students

	will also learn about the verb, relative, adverbial and noun concepts, what's the difference between 'which' and 'that', etc?
APTIMA-ESP-20.78	Communication Skills in Radio Business
Competencies	At the end of lecture, the learners are expected to create radio business profile (Brand Name, Vision, Mission, Services) and know how to make radio business document such as: proposal, letter business writing, curriculum vitae, memo, business canvas, Inquiry writing, facture writing and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various communication business documents?
APTIMA-ESP-20.79	Presentation and Speaking Skills in Radio Business
Competencies	At the end of lecture, the learners are expected to know about how to make good presentation material for radio business project, designing presentation about business, presenting idea effectively about business, making a good marketing project in business as well as understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various presentation materials for radio business.
APTIMA-ESP-20.80	Language Assessment Test Skills in Radio Business
Competencies	At the end of lecture, the learners are expected to know about how to identify and analyze the assessment test material, such as: structure and vocabulary construction, reading comprehension, writing comprehension, listening comprehension in order to be successful for taking Test of English as a Foreign Language (TOEFL), Test of English for International Communication (TOEIC) and International English Language Testing System (IELTS).
THEMATIC 21	PBLL FOR RESEARCH BUSINESS
APTIMA-ESP-21.81	Sentence Building Skills in Research Business
Competencies	At the end of lecturer, the learners are expected to know sixteen basic tenses and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in sentence building from article about publishing subject. The students will also learn about the verb, relative, adverbial and noun concepts, what's the difference between 'which' and 'that', etc?
APTIMA-ESP-21.82	Communication Skills in Research Business
Competencies	At the end of lecture, the learners are expected to create research business profile (Brand Name, Vision, Mission, Services) and know how to make research business document such as: proposal, letter business writing, curriculum vitae, memo, business canvas, Inquiry writing, facture writing and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various communication business documents?
APTIMA-ESP-21.83	Presentation and Speaking Skills in Research Business
Competencies	At the end of lecture, the learners are expected to know about how to make good presentation material for research business

	project, designing presentation about business, presenting idea effectively about business, making a good marketing project in business as well as understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various presentation materials for research business.
APTIMA-ESP-21.84	Language Assessment Test Skills in Research Business
Competencies	At the end of lecture, the learners are expected to know about how to identify and analyze the assessment test material, such as: structure and vocabulary construction, reading comprehension, writing comprehension, listening comprehension in order to be successful for taking Test of English as a Foreign Language (TOEFL), Test of English for International Communication (TOEIC) and International English Language Testing System (IELTS).
THEMATIC 22	PBLL FOR TELEVISION (TV) BUSINESS
APTIMA-ESP-22.85	Sentence Building Skills in for Television (TV) Business
Competencies	At the end of lecturer, the learners are expected to know sixteen basic tenses and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in sentence building from article about television subject. The students will also learn about the verb, relative, adverbial and noun concepts, what's the difference between 'which' and 'that', etc?
APTIMA-ESP-22.86	Communication Skills in Television (TV) Business
Competencies	At the end of lecture, the learners are expected to create television business profile (Brand Name, Vision, Mission, Services) and know how to make television business document such as: proposal, letter business writing, curriculum vitae, memo, business canvas, Inquiry writing, facture writing and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various communication business documents?
APTIMA-ESP-22.87	Presentation and Speaking Skills in Television (TV) Business
Competencies	At the end of lecture, the learners are expected to know about how to make good presentation material for television business project, designing presentation about business, presenting idea effectively about business, making a good marketing project in business as well as understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various presentation materials.
APTIMA-ESP-22.88	Language Assessment Test Skills in Television (TV) Business
Competencies	At the end of lecture, the learners are expected to know about how to identify and analyze the assessment test material, such as: structure and vocabulary construction, reading comprehension, writing comprehension, listening comprehension in order to be successful for taking Test of English as a Foreign Language (TOEFL),

	Test of English for International Communication (TOEIC) and International English Language Testing System (IELTS).
THEMATIC 23	PBLL FOR TOURISM BUSINESS
APTIMA-ESP-23-89	Sentence Building Skills in Tourism Business
Competencies	At the end of lecturer, the learners are expected to know sixteen basic tenses and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in sentence building from article about tourism subject. The students will also learn about the verb, relative, adverbial and noun concepts, what's the difference between 'which' and 'that', etc?
APTIMA-ESP-23.90	Communication Skills in Tourism Business
Competencies	At the end of lecture, the learners are expected to create tourism business profile (Brand Name, Vision, Mission, Services) and know to make tourism business document such as: proposal, letter business writing, curriculum vitae, memo, business canvas, Inquiry writing, facture writing and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various communication business documents?
APTIMA-ESP-23.91	Presentation and Speaking Skills in Tourism Business
Competencies	At the end of lecture, the learners are expected to know about how to make good presentation material for tourism business project, designing presentation about business, presenting idea effectively about business, making a good marketing project in business as well as understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various presentation materials.
APTIMA-ESP-23.92	Language Assessment Test Skills in Tourism Business
Competencies	At the end of lecture, the learners are expected to know about how to identify and analyze the assessment test material, such as: structure and vocabulary construction, reading comprehension, writing comprehension, listening comprehension in order to be successful for taking Test of English as a Foreign Language (TOEFL), Test of English for International Communication (TOEIC) and International English Language Testing System (IELTS).
THEMATIC 24	PBLL FOR TRANSPORTAION BUSINESS
APTIMA-ESP-24.93	Sentence Building Skills in Transportation Business
Competencies	At the end of lecturer, the learners are expected to know sixteen basic tenses and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in sentence building from article about transportation subject. The students will also learn about the verb, relative, adverbial and noun concepts, what's the difference between 'which' and 'that', etc?
APTIMA-ESP-24.94	Communication Skills in Transportation Business
Competencies	At the end of lecture, the learners are expected to create transportation business profile (Brand Name, Vision, Mission,

	Services) and know how to make transportation business document such as: proposal, letter business writing, curriculum vitae, memo, business canvas, Inquiry writing, facture writing and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various communication business documents?
APTIMA-ESP-24.95	Presentation and Speaking Skills in Transportation Business
Competencies	At the end of lecture, the learners are expected to know about how to make good presentation material for transportation business project, designing presentation about business, presenting idea effectively about business, making a good marketing project in business as well as understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various presentation materials.
APTIMA-ESP-24.96	Language Assessment Test Skills in Transportation Business
Competencies	At the end of lecture, the learners are expected to know about how to identify and analyze the assessment test material, such as: structure and vocabulary construction, reading comprehension, writing comprehension, listening comprehension in order to be successful for taking Test of English as a Foreign Language (TOEFL), Test of English for International Communication (TOEIC) and International English Language Testing System (IELTS).
THEMATIC 25	PBLL FOR HOSPITALITY BUSINESS
APTIMA-ESP-25.97	Sentence Building Skills in Hospitality Business
Competencies	At the end of lecturer, the learners are expected to know sixteen basic tenses and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in sentence building from article about hospitality subject. The students will also learn about the verb, relative, adverbial and noun concepts, what's the difference between 'which' and 'that', etc?
APTIMA-ESP-25.98	Communication Skills in Hospitality Business
Competencies	At the end of lecture, the learners are expected to create hospitality business profile (Brand Name, Vision, Mission, Services) and know how to make hospitality business document such as: proposal, letter business writing, curriculum vitae, memo, business canvas, Inquiry writing, facture writing and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various communication business documents?
APTIMA-ESP-25.99	Presentation and Speaking Skills in Hospitality Business
Competencies	At the end of lecture, the learners are expected to know about how to make good presentation material for hospitality business project, designing presentation about business, presenting idea effectively about business, making a good marketing project in business as well as understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full

	stop) be used in various presentation materials for hospitality business.
APTIMA-ESP-25.100	Language Assessment Test Skills in Hospitality Business
Competencies	At the end of lecture, the learners are expected to know about how to identify and analyze the assessment test material, such as: structure and vocabulary construction, reading comprehension, writing comprehension, listening comprehension in order to be successful for taking Test of English as a Foreign Language (TOEFL), Test of English for International Communication (TOEIC) and International English Language Testing System (IELTS).
THEMATIC 26	PBLL FOR SILVER BUSINESS
APTIMA-ESP-26.101	Sentence Building Skills in Silver Business
Competencies	At the end of lecturer, the learners are expected to know sixteen basic tenses and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in sentence building from article about silver subject. The students will also learn about the verb, relative, adverbial and noun concepts, what's the difference between 'which' and 'that', etc?
APTIMA-ESP-26.102	Communication Skills in Silver Business
Competencies	At the end of lecture, the learners are expected to create silver business profile (Brand Name, Vision, Mission, Services) and know how to make silver business document such as: proposal, letter business writing, curriculum vitae, memo, business canvas, Inquiry writing, facture writing and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various communication business documents?
APTIMA-ESP-26.103	Presentation and Speaking Skills in Silver Business
Competencies	At the end of lecture, the learners are expected to know about how to make good presentation material for silver business project, designing presentation about business, presenting idea effectively about business, making a good marketing project in business as well as understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various presentation materials.
APTIMA-ESP-26.104	Language Assessment Test Skills in Silver Business
Competencies	At the end of lecture, the learners are expected to know about how to identify and analyze the assessment test material, such as: structure and vocabulary construction, reading comprehension, writing comprehension, listening comprehension in order to be successful for taking Test of English as a Foreign Language (TOEFL), Test of English for International Communication (TOEIC) and International English Language Testing System (IELTS).
THEMATIC 27	PBLL FOR VOYAGE BUSINESS
APTIMA-ESP-27.105	Sentence Building Skills in Voyage Business
Competencies	At the end of lecturer, the learners are expected to know sixteen basic tenses and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in

	sentence building from article about voyage subject. The students will also learn about the verb, relative, adverbial and noun concepts, what's the difference between 'which' and 'that', etc?
APTIMA-ESP-27.106	Communication Skills in Voyage Business
Competencies	At the end of lecture, the learners are expected to create voyage business profile (Brand Name, Vision, Mission, Services) and know to make voyage business document such as: proposal, letter business writing, curriculum vitae, memo, business canvas, Inquiry writing, facture writing and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various communication business documents?
APTIMA-ESP-27.107	Presentation and Speaking Skills in Voyage Business
Competencies	At the end of lecture, the learners are expected to know about how to make good presentation material for voyage business project, designing presentation about business, presenting idea effectively about business, making a good marketing project in business as well as understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various presentation materials for voyage business.
APTIMA-ESP-27.108	Language Assessment Test Skills in Voyage Business
Competencies	At the end of lecture, the learners are expected to know about how to identify and analyze the assessment test material, such as: structure and vocabulary construction, reading comprehension, writing comprehension, listening comprehension in order to be successful for taking Test of English as a Foreign Language (TOEFL), Test of English for International Communication (TOEIC) and International English Language Testing System (IELTS).
THEMATIC 28	PBLL FOR BARBERSHOP BUSINESS
APTIMA-ESP-28.109	Sentence Building Skills in Barbershop Business
Competencies	At the end of lecturer, the learners are expected to know sixteen basic tenses and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in sentence building from article about barbershop subject. The students will also learn about the verb, relative, adverbial and noun concepts, what's the difference between 'which' and 'that', etc?
APTIMA-ESP-28.110	Communication Skills in Barbershop Business
Competencies	At the end of lecture, the learners are expected to create barbershop business profile (Brand Name, Vision, Mission, Services) and know to make barbershop business document such as: proposal, letter business writing, curriculum vitae, memo, business canvas, Inquiry writing, facture writing and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various communication business documents?
APTIMA-ESP-28.111	Presentation and Speaking Skills in Barbershop Business

Competencies	At the end of lecture, the learners are expected to know about how to make good presentation material for barbershop business project, designing presentation about business, presenting idea effectively about business, making a good marketing project in business as well as understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various presentation materials for barbershop business.
APTIMA-ESP-28.112	Language Assessment Test Skills in Barbershop Business
Competencies	At the end of lecture, the learners are expected to know about how to identify and analyze the assessment test material, such as: structure and vocabulary construction, reading comprehension, writing comprehension, listening comprehension in order to be successful for taking Test of English as a Foreign Language (TOEFL), Test of English for International Communication (TOEIC) and International English Language Testing System (IELTS).
THEMATIC 29	PBLL FOR SHIPPING BUSINESS
APTIMA-ESP-29.113	Sentence Building Skills in Shipping Business
Competencies	At the end of lecturer, the learners are expected to know sixteen basic tenses and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in sentence building from article about shipping subject. The students will also learn about the verb, relative, adverbial and noun concepts, what's the difference between 'which' and 'that', etc?
APTIMA-ESP-29.114	Communication Skills in Shipping Business
Competencies	At the end of lecture, the learners are expected to create shipping business profile (Brand Name, Vision, Mission, Services) and know how to make shipping business document such as: proposal, letter business writing, curriculum vitae, memo, business canvas, Inquiry writing, facture writing and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various communication business documents?
APTIMA-ESP-29.115	Presentation and Speaking Skills in Shipping Business
Competencies	At the end of lecture, the learners are expected to know about how to make good presentation material for shipping business project, designing presentation about business, presenting idea effectively about business, making a good marketing project in business as well as understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various presentation materials.
APTIMA-ESP-29.116	Language Assessment Test Skills in Shipping Business
Competencies	At the end of lecture, the learners are expected to know about how to identify and analyze the assessment test material, such as: structure and vocabulary construction, reading comprehension, writing comprehension, listening comprehension in order to be successful for taking Test of English as a Foreign Language (TOEFL),

	Test of English for International Communication (TOEIC) and International English Language Testing System (IELTS).
THEMATIC 30	PBLL FOR DIAMOND BUSINESS
APTIMA-ESP-30.117	Sentence Building Skills in Diamond Business
Competencies	At the end of lecturer, the learners are expected to know sixteen basic tenses and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in sentence building from article about diamond subject. The students will also learn about the verb, relative, adverbial and noun concepts, what's the difference between 'which' and 'that', etc?
APTIMA-ESP-30.118	Communication Skills in Diamond Business
Competencies	At the end of lecture, the learners are expected to create diamond business profile (Brand Name, Vision, Mission, Services) and know how to make diamond business document such as: proposal, letter business writing, curriculum vitae, memo, business canvas, Inquiry writing, facture writing and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various communication business documents?
APTIMA-ESP-30.119	Presentation and Speaking Skills in Diamond Business
Competencies	At the end of lecture, the learners are expected to know about how to make good presentation material for diamond business project, designing presentation about business, presenting idea effectively about business, making a good marketing project in business as well as understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various presentation materials.
APTIMA-ESP-30.120	Language Assessment Test Skills in Diamond Business
Competencies	At the end of lecture, the learners are expected to know about how to identify and analyze the assessment test material, such as: structure and vocabulary construction, reading comprehension, writing comprehension, listening comprehension in order to be successful for taking Test of English as a Foreign Language (TOEFL), Test of English for International Communication (TOEIC) and International English Language Testing System (IELTS).
THEMATIC 31	PBLL FOR GASOLINE BUSINESS
APTIMA-ESP-31.121	Sentence Building Skills in Gasoline Business
Competencies	At the end of lecturer, the learners are expected to know sixteen basic tenses and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in sentence building from article about gasoline subject. The students will also learn about the verb, relative, adverbial and noun concepts, what's the difference between 'which' and 'that', etc?
APTIMA-ESP-31.122	Communication Skills in Gasoline Business

Competencies	At the end of lecture, the learners are expected to create gasoline business profile (Brand Name, Vision, Mission, Services) and know how to make gasoline business document such as: proposal, letter business writing, curriculum vitae, memo, business canvas, Inquiry writing, facture writing and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various communication business documents?
APTIMA-ESP-31.123	Presentation and Speaking Skills in Gasoline Business
Competencies	At the end of lecture, the learners are expected to know about how to make good presentation material for gasoline business project, designing presentation about business, presenting idea effectively about business, making a good marketing project in business as well as understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various presentation materials for gasoline business.
APTIMA-ESP-31.124	Language Assessment Test Skills in Gasoline Business
Competencies	At the end of lecture, the learners are expected to know about how to identify and analyze the assessment test material, such as: structure and vocabulary construction, reading comprehension, writing comprehension, listening comprehension in order to be successful for taking Test of English as a Foreign Language (TOEFL), Test of English for International Communication (TOEIC) and International English Language Testing System (IELTS).
THEMATIC 32	PBLL FOR WATER BUSINESS
APTIMA-ESP-32.125	Sentence Building Skills in Water Business
Competencies	At the end of lecturer, the learners are expected to know sixteen basic tenses and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in sentence building from article about water subject. The students will also learn about the verb, relative, adverbial and noun concepts, what's the difference between 'which' and 'that', etc?
APTIMA-ESP-32.126	Communication Skills in Water Business
Competencies	At the end of lecture, the learners are expected to create water business profile (Brand Name, Vision, Mission, Services) and know to make water business document such as: proposal, letter business writing, curriculum vitae, memo, business canvas, Inquiry writing, facture writing and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various communication business documents?
APTIMA-ESP-32.127	Presentation and Speaking Skills in Water Business
Competencies	At the end of lecture, the learners are expected to know about how to make good presentation material for water business project, designing presentation about business, presenting idea effectively about business, making a good marketing project in business as well as understand how should mechanics

	(apostrophes, dash, question marks, exclamation, comma, full stop) be used in various presentation materials for water business.
APTIMA-ESP-32.128	Language Assessment Test Skills in Water Business
Competencies	At the end of lecture, the learners are expected to know about how to identify and analyze the assessment test material, such as: structure and vocabulary construction, reading comprehension, writing comprehension, listening comprehension in order to be successful for taking Test of English as a Foreign Language (TOEFL), Test of English for International Communication (TOEIC) and International English Language Testing System (IELTS).
THEMATIC 33	PBLL FOR OIL BUSINESS
APTIMA-ESP-33.129	Sentence Building Skills in Oil Business
	At the end of lecturer, the learners are expected to know sixteen basic tenses and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in sentence building from article about oil subject. The students will also learn about the verb, relative, adverbial and noun concepts, what's the difference between 'which' and 'that', etc?
APTIMA-ESP-33.130	Communication Skills in Oil Business
Competencies	At the end of lecture, the learners are expected to create oil business profile (Brand Name, Vision, Mission, Services) and know how to make oil business document such as: proposal, letter business writing, curriculum vitae, memo, business canvas, Inquiry writing, facture writing and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various communication business documents?
APTIMA-ESP-33.131	Presentation and Speaking Skills in Oil Business
Competencies	At the end of lecture, the learners are expected to know about how to make good presentation material for oil business project, designing presentation about business, presenting idea effectively about business, making a good marketing project in business as well as understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various presentation materials.
APTIMA-ESP-33.132	Language Assessment Test Skills in Oil Business
Competencies	At the end of lecture, the learners are expected to know about how to identify and analyze the assessment test material, such as: structure and vocabulary construction, reading comprehension, writing comprehension, listening comprehension in order to be successful for taking Test of English as a Foreign Language (TOEFL), Test of English for International Communication (TOEIC) and International English Language Testing System (IELTS).
THEMATIC 34	PBLL FOR PERTALITE BUSINESS
APTIMA-ESP-34.133	Sentence Building Skills in Peralite Business
Competencies	At the end of lecturer, the learners are expected to know sixteen basic tenses and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in

	sentence building from article about pertalite subject. The students will also learn about the verb, relative, adverbial and noun concepts, what's the difference between 'which' and 'that', etc?
APTIMA-ESP-34.134	Communication Skills in Pertalite Business
Competencies	At the end of lecture, the learners are expected to create pertalite business profile (Brand Name, Vision, Mission, Services) and know how to make pertalite business document such as: proposal, letter business writing, curriculum vitae, memo, business canvas, Inquiry writing, facture writing and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various communication business documents?
APTIMA-ESP-34.135	Presentation and Speaking Skills in Pertalite Business
Competencies	At the end of lecture, the learners are expected to know about how to make good presentation material for pertalite business project, designing presentation about business, presenting idea effectively about business, making a good marketing project in business as well as understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various presentation materials.
APTIMA-ESP-34.136	Language Assessment Test Skills in Pertalite Business
Competencies	At the end of lecture, the learners are expected to know about how to identify and analyze the assessment test material, such as: structure and vocabulary construction, reading comprehension, writing comprehension, listening comprehension in order to be successful for taking Test of English as a Foreign Language (TOEFL), Test of English for International Communication (TOEIC) and International English Language Testing System (IELTS).
THEMATIC 35	PBLL FOR LEISURE BUSINESS
APTIMA-ESP-35.137	Sentence Building Skills in Leisure Business
Competencies	At the end of lecturer, the learners are expected to know sixteen basic tenses and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in sentence building from article about leisure subject. The students will also learn about the verb, relative, adverbial and noun concepts, what's the difference between 'which' and 'that', etc?
APTIMA-ESP-35.138	Communication Skills in Leisure Business
Competencies	At the end of lecture, the learners are expected to create leisure business profile (Brand Name, Vision, Mission, Services) and know how to make leisure business document such as: proposal, letter business writing, curriculum vitae, memo, business canvas, Inquiry writing, facture writing and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various communication business documents?
APTIMA-ESP-35.139	Presentation and Speaking Skills in Leisure Business

Competencies	At the end of lecture, the learners are expected to know about how to make good presentation material for leisure business project, designing presentation about business, presenting idea effectively about business, making a good marketing project in business as well as understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various presentation materials.
APTIMA-ESP-35.140	Language Assessment Test Skills in Leisure) Business
Competencies	At the end of lecture, the learners are expected to know about how to identify and analyze the assessment test material, such as: structure and vocabulary construction, reading comprehension, writing comprehension, listening comprehension in order to be successful for taking Test of English as a Foreign Language (TOEFL), Test of English for International Communication (TOEIC) and International English Language Testing System (IELTS).
THEMATIC 36	PBLL FOR MARITIME BUSINESS
APTIMA-ESP-36.141	Sentence Building Skills in Maritime Business
Competencies	At the end of lecturer, the learners are expected to know sixteen basic tenses and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in sentence building from article about maritime subject. The students will also learn about the verb, relative, adverbial and noun concepts, what's the difference between 'which' and 'that', etc?
APTIMA-ESP-36.142	Communication Skills in Maritime Business
Competencies	At the end of lecture, the learners are expected to create maritime business profile (Brand Name, Vision, Mission, Services) and know how to make maritime business document such as: proposal, letter business writing, curriculum vitae, memo, business canvas, Inquiry writing, facture writing and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various communication business documents?
APTIMA-ESP-36.143	Presentation and Speaking Skills in Maritime Business
Competencies	At the end of lecture, the learners are expected to know about how to make good presentation material for maritime business project, designing presentation about business, presenting idea effectively about business, making a good marketing project in business as well as understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various presentation materials.
APTIMA-ESP-36.144	Language Assessment Test Skills in Maritime Business
Competencies	At the end of lecture, the learners are expected to know about how to identify and analyze the assessment test material, such as: structure and vocabulary construction, reading comprehension, writing comprehension, listening comprehension in order to be successful for taking Test of English as a Foreign Language (TOEFL),

	Test of English for International Communication (TOEIC) and International English Language Testing System (IELTS).
THEMATIC 37	PBLL FOR NETWORKING BUSINESS
APTIMA-ESP-37.145	Sentence Building Skills in Networking Business
Competencies	At the end of lecturer, the learners are expected to know sixteen basic tenses and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in sentence building from article about networking subject. The students will also learn about the verb, relative, adverbial and noun concepts, what's the difference between 'which' and 'that', etc?
APTIMA-ESP-37.146	Communication Skills in Networking Business
Competencies	At the end of lecture, the learners are expected to create networking business profile (Brand Name, Vision, Mission, Services) and know how to make networking business document such as: proposal, letter business writing, curriculum vitae, memo, business canvas, Inquiry writing, facture writing and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various communication business documents?
APTIMA-ESP-37.147	Presentation and Speaking Skills in Networking Business
Competencies	At the end of lecture, the learners are expected to know about how to make good presentation material for networking business project, designing presentation about business, presenting idea effectively about business, making a good marketing project in business as well as understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various presentation materials for networking business.
APTIMA-ESP-37.148	Language Assessment Test Skills in Networking Business
Competencies	At the end of lecture, the learners are expected to know about how to identify and analyze the assessment test material, such as: structure and vocabulary construction, reading comprehension, writing comprehension, listening comprehension in order to be successful for taking Test of English as a Foreign Language (TOEFL), Test of English for International Communication (TOEIC) and International English Language Testing System (IELTS).
THEMATIC 38	PBLL FOR INFORMATION BUSINESS
APTIMA-ESP-38.149	Communication Skills in Information Business
Competencies	At the end of lecturer, the learners are expected to know sixteen basic tenses and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in sentence building from article about information subject. The students will also learn about the verb, relative, adverbial and noun concepts, what's the difference between 'which' and 'that', etc?
APTIMA-ESP-38.150	Presentation and Speaking Skills in Information Business

Competencies	At the end of lecture, the learners are expected to create information business profile (Brand Name, Vision, Mission, Services) and know to make information business document such as: proposal, letter business writing, curriculum vitae, memo, business canvas, Inquiry writing, facture writing and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various communication business documents?
APTIMA-ESP-38.151	Language Assessment Test Skills in Information Business
Competencies	At the end of lecture, the learners are expected to know about how to make good presentation material for information business project, designing presentation about business, presenting idea effectively about business, making a good marketing project in business as well as understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various presentation materials.
APTIMA-ESP-38.152	Sentence Building Skills in Information Business
Competencies	At the end of lecture, the learners are expected to know about how to identify and analyze the assessment test material, such as: structure and vocabulary construction, reading comprehension, writing comprehension, listening comprehension in order to be successful for taking Test of English as a Foreign Language (TOEFL), Test of English for International Communication (TOEIC) and International English Language Testing System (IELTS).
THEMATIC 39	PBLL FOR AVIATION BUSINESS
APTIMA-ESP-39.153	Sentence Building Skills in Aviation Business
Competencies	At the end of lecturer, the learners are expected to know sixteen basic tenses and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in sentence building from article about aviation subject. The students will also learn about the verb, relative, adverbial and noun concepts, what's the difference between 'which' and 'that', etc?
APTIMA-ESP-39.154	Communication Skills in Aviation Business
Competencies	At the end of lecture, the learners are expected to create aviation business profile (Brand Name, Vision, Mission, Services) and know how to make aviation business document such as: proposal, letter business writing, curriculum vitae, memo, business canvas, Inquiry writing, facture writing and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various communication business documents?
APTIMA-ESP-39.155	Presentation and Speaking Skills in Aviation Business
Competencies	At the end of lecture, the learners are expected to know about how to make good presentation material for aviation business project, designing presentation about business, presenting idea effectively about business, making a good marketing project in business as well as understand how should mechanics

	(apostrophes, dash, question marks, exclamation, comma, full stop) be used in various presentation materials for aviation business.
APTIMA-ESP-39.156	Language Assessment Test Skills in Aviation Business
Competencies	At the end of lecture, the learners are expected to know about how to identify and analyze the assessment test material, such as: structure and vocabulary construction, reading comprehension, writing comprehension, listening comprehension in order to be successful for taking Test of English as a Foreign Language (TOEFL), Test of English for International Communication (TOEIC) and International English Language Testing System (IELTS).
THEMATIC 40	PBLL FOR HOTEL BUSINESS
APTIMA-ESP-40.157	Sentence Building Skills in Hotel Business
Competencies	At the end of lecturer, the learners are expected to know sixteen basic tenses and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in sentence building from article about hotel subject. The students will also learn about the verb, relative, adverbial and noun concepts, what's the difference between 'which' and 'that', etc?
APTIMA-ESP-40.158	Communication Skills in Hotel Business
Competencies	At the end of lecture, the learners are expected to create hotel business profile (Brand Name, Vision, Mission, Services) and know how to make hotel business document such as: proposal, letter business writing, curriculum vitae, memo, business canvas, Inquiry writing, facture writing and understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various communication business documents?
APTIMA-ESP-40.159	Presentation and Speaking Skills in Hotel Business
Competencies	At the end of lecture, the learners are expected to know about how to make good presentation material for hotel business project, designing presentation about business, presenting idea effectively about business, making a good marketing project in business as well as understand how should mechanics (apostrophes, dash, question marks, exclamation, comma, full stop) be used in various presentation materials.
APTIMA-ESP-40.160	Language Assessment Test Skills in Hotel Business
Competencies	At the end of lecture, the learners are expected to know about how to identify and analyze the assessment test material, such as: structure and vocabulary construction, reading comprehension, writing comprehension, listening comprehension in order to be successful for taking Test of English as a Foreign Language (TOEFL), Test of English for International Communication (TOEIC) and International English Language Testing System (IELTS).

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	KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN NASIONAL POLITEKNIK NEGERI MEDIA KREATIF PROGRAM STUDI PENERBITAN	
UJIAN AKHIR SEMESTER (UAS) GANJIL TAHUN AKADEMIK 2024/2025		
Mata Kuliah : English for Communication Skill in A.Publishing Business and B.Photography Business Dosen : Dr. Zalzulifa, M.Pd. Bobot : 3 SKS Kredit Sifat Ujian : Open References	Tingkat/Semester/Kelas : II/2/2C Penerbitan s Hari/Tanggal : Senin, 24-06-2024 Waktu : 10.00 – 11 .30 WIB Tahun Akademik : 2020/2021	

Instruction:

1. Remain that you have already joined the PBL Project Based Learning Approach in this lecturing (Publishing-Photography), please explain your understanding about PBL in this lecture.
2. Give your editorial judgment about your book dummy (Printed or Audio Book) from the perspective of NASCAH (Names, Accessories, Sources, Kinds/Qualifications, Anatomy, How).
3. Build your sentence on the basis of 5W1H (What, Where, Who, When, Where, Why, How) about your project.
4. Referring to project you already built each two examples of Question and Answer based on 5W1H (Who, What, Where, Why, When, How) as well as storyline for your portfolio of speaking skill in youtube channel.
5. For reading, writing and listening portfolio then please upload the soft-file of rough draft, editing proof, and clean copy in your blog for me to be checked online.
6. For speaking portfolio, please upload your video recording in youtube channel in order to be checked online.
7. The grade for speaking portfolio will be judged based on the following notes:

No	Marks	Meaning
1	90-100	Excellent to flawless. The standard of speech and writing you would expect to see from a students. This student has much strength and few, if any, weakness.
2	80-89	Above average to very good. The standard you would expect to see from a students. This speaker has clear strengths and some minor weakness.

3	70-79	Average. The student has strengths and weakness and roughly equal proportion.
4	60-89	Poor to average. The student has clear problems and some error strength.
5	50-59	Very poor. This student has fundamental weakness and view, if any, strength.

Name : **Andina Fauziyah Azahra**
NIM : **2370402005**
Project Title : **9 Steps to-be Self-Publishers**
Study Program : **Publishing 2C**

1. Remain that you have already joined the PBL Project Based Learning Approach in this lecturing (Publishing-Photography), please explain your understanding about PBL in this lecture.

PBL is Project Based Language Learning, project-based learning/learning model which is student-centered to carry out an in-depth investigation of a language, for example in a publication. And the PBL example that we made is Z Pub which discusses 9 steps to becoming a successful publication, where there will be 9 steps.

2. Give your editorial judgment about your book dummy (Printed or Audio Book) from the perspective of NASKAH (Names, Accessories, Sources, Kinds/Qualifications, Anatomy, How).

The book cover is good because it has clear information about the contents of the book, an attractive design, fairly accurate information and qualifications that are quite good and okay, but this book still needs to be explained with a little additional information. inside it.

3. Build your sentence on the basis of 5W1H (What, Where, Who, When, Where, Why, How) about your project.

What is Z pub?

A module designed for learning English in PBL (Publireuner Best Language Learning) which learns about 9 steps to becoming a successful publication

Where will this Z Pub Module be distributed for learning?

The z pub module will be distributed on publisher campuses, for publishing students to learn to create, write, and publish books well using the pbl method

Who is the maker of the Z Pub Module?

Dr. Zalzulifa, M.Pd and compiled by Citra Dhamayanti, Putri Arum Angga Sena and Andina Fauziyah Azahra

When was this Z pub module created?

Z pub module start compile in March 2024

Why is this Z Pub module important for students or the general public who want to learn about successful publishers?

Because in this z pub module, we will learn about the method of publishing a book well through pbl material

How can this Z Pub module make progress for its readers?

There are so many tasks and steps for being self publishers. Readers can follow its steps to reach the goals.

Name : Citra Dhamayanti
NIM : 2370402014
Project Title : 9 Steps to-be Self-Publishers
Study Program : Publishing 2C

1. Remain that you have already joined the PBL Project Based Learning Approach in this lecturing (Publishing-Photography), please explain your understanding about PBL in this lecture.

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There are so many tasks and steps for being self publishers. Readers can follow its steps to reach the goals.

Name : Putri Arum Angga Sena Indah Permata Dewi
NIM : 2370402068
Project Title : 9 Steps to-be Self-Publishers
Study Program : Publishing 2C

1. Remain that you have already joined the PBL Project Based Learning Approach in this lecturing (Publishing-Photography), please explain your understanding about PBL in this lecture.

PBL is Project Based Language Learning, project-based learning/learning model which is student-centered to carry out an in-depth investigation of a language, for example in a publication. And the PBL example that we made is Z Pub which discusses 9 steps to becoming a successful publication, where there will be 9 steps.

2. Give your editorial judgment about your book dummy (Printed or Audio Book) from the perspective of NASKAH (Names, Accessories, Sources, Kinds/Qualifications, Anatomy, How).

The book cover is good because it has clear information about the contents of the book, an attractive design, fairly accurate information and qualifications that are quite good and okay, but this book still needs to be explained with a little additional information. inside it.

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